

MASS. UML 2: AF 27

University of Massachusetts Amherst

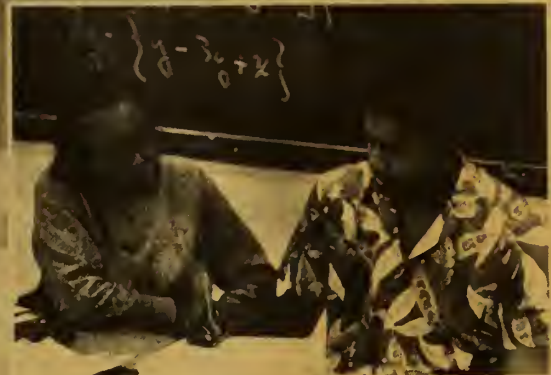
# Affirmative Action Plan



UMASS/AMHERST



312066016587784



September 1994 - August 1995

AA & EO Publication



## AFFIRMATIVE ACTION PROGRAM

University of Massachusetts Amherst  
Amherst, Massachusetts

Facility EEO-6 Identification Number: 25-1260-002221 008017

Facility Dun & Bradstreet Identification Number: 04-6014838W

Inclusive Dates of the Update: September 1994 to August 1995

Name of University System: The University of Massachusetts

Location of System Headquarters: Boston, Massachusetts

System Chief Executive Officer: Michael K. Hooker


Telephone Number: (617) 287-7042

System EEO Official: Kevin Barrett,  
Labor Relations Assistant

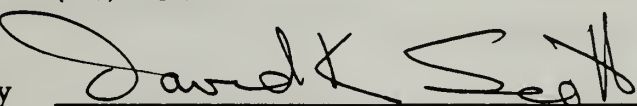
System Dun & Bradstreet Identification Number: 107-906-854

System Headquarters EEO-6 Identification Number: 25-1250-00-8017

Program Completed By

  
Frederick C. Tillis, Associate Chancellor  
for Affirmative Action and Equal Opportunity  
(413) 545-3464

Program Read and Approved By

  
David K. Scott, Chancellor  
(413) 545-2211

## TABLE OF CONTENTS

Affirmative Action Program .....	i
Affirmative Action and Equal Opportunity Office .....	v
University of Massachusetts Board of Trustees Resolutions .....	1
Affirmative Action and Nondiscrimination Policy .....	2
Chancellor's Statement on Affirmative Action and Nondiscrimination. ....	3
Statement from the Associate Chancellor for Affirmative Action and Equal Opportunity ..	4
Internal and External Dissemination of the Affirmative Action and Nondiscrimination Policy. ....	5
University of Massachusetts Amherst Organizational Structure .....	6
Responsibility for Implementation of the Affirmative Action Plan .....	7
<b>Workforce Profile</b> .....	<b>9</b>
Workforce Change .....	14
Availability Estimates and Utilization Analysis .....	15
Availability Estimates and Utilization Analysis for Non-Faculty Job Groups .....	15
Faculty Availability Estimates and Utilization Analysis .....	18
Comparison of Non-Faculty Utilization .....	26
Comparison of Faculty Utilization .....	29
Goals .....	33
Prior Year Goal Accomplishments .....	42
Employment Practices .....	43
Hires .....	43
Promotions and Transfers .....	48
Terminations .....	50
Identification of Problem Areas .....	53
Programs to Eliminate Problems and Attain Goals .....	54
Reports from Chancellor's and Vice Chancellor's Areas .....	57
Internal Audit and Reporting Systems .....	79
Program to Combat Sex Discrimination .....	80
Program to Combat Racism .....	82
Campus Support for Community Service Programs .....	82



Consideration of Qualified Protected Category Group Members Not in Workforce . . . . .	83
Program for Persons with Disabilities . . . . .	84
Affirmative Action for Disabled Veterans and Veterans of the Vietnam-era . . . . .	86
Program to Combat Discrimination on the Basis of Age . . . . .	87
Program to Combat Discrimination on the Basis of Sexual Orientation . . . . .	87
Program to Combat Discrimination on the Basis of Religion . . . . .	88
Grievance Procedures . . . . .	88

## APPENDICES

Appendix A: University of Massachusetts Amherst Organizational Chart . . . . .	89
Appendix B: Protected Categories of Persons Requiring Equal Opportunity and Affirmative Action Efforts . . . . .	92
Appendix C: EEO-6 Job Categories and University Job Groups . . . . .	93
Appendix D: Workforce Representation of Protected Group Members by University Job Group Within Executive Area . . . . .	95
Appendix E: Workforce Representation by Racial/Ethnic Origin and Gender by EEO-6 Job Category and University Job Group . . . . .	106
Appendix F: Sexual Harassment Policy. . . . .	109
Appendix G: Offices, Agencies, Organizations, and Groups Directly Concerned with Human Relations Issues (not including Recognized Student Organizations) . . . . .	118
Appendix H: Grievance Policy and Procedures . . . . .	119
Appendix I: Campus Efforts to Promote Diversity & Pluralism. . . . .	127

## TABLES

1.	Workforce Representation of Protected Group Members by EEO-6 Category, 3/31/94 .....	9
2.	Workforce Representation of Protected Group Members by EEO-6 Job Category and University Job Group, 3/31/94 .....	10
3.	Female and Minority Representation of Tenured/Tenure-track Faculty by Faculty, School, or College, 3/31/94 .....	13
4.	Historical Workforce Comparison by EEO-6 Category .....	14
5.	Non-Faculty Utilization Report, by University Job Group, 3/31/94 .....	16
6.	Faculty Utilization Report, by Department/Program Within University Job Group, 3/31/94 .....	20
7.	Non-Faculty Utilization Comparison, 1994 vs. 1993 .....	27
8.	Regular Faculty Utilization Comparison, 1994 vs. 1993 .....	30
9.	Non-Faculty Utilization, Expected Placements, and Annual Percentage Goal, by University Job Group, 1994 - 1995 .....	34
10.	Faculty Utilization, Expected Hires, and Annual Percentage Goal by Department/Program Within University Job Group, 1994 - 1995 .....	36
11.	Number and Characteristics of EAM and Professional/Non-Faculty Hires by University Job Group, 1993 - 1994 .....	43
12.	Number and Characteristics of Faculty Hires by Faculty, School or College, 1993 - 1994 .....	44
13.	Hire Rate and Determination of Adverse Impact by Gender and Minority Status Within University Job Group, 1993 - 1994 .....	46
14.	Applicant Pool Representation and Availability Estimates of Females and Minorities For Non-Faculty Job Groups, 1993 - 1994 .....	47
15.	Promotions and Transfers in Non-Faculty Job Groups, Number, Selection of Protected Group Members, and Adverse Impact, 1993 - 1994 .	49
16.	Termination Rate and Determination of Adverse Impact by Gender and Minority Status Within University Job Group, 1993 - 1994 .....	51

**AFFIRMATIVE ACTION  
and EQUAL OPPORTUNITY OFFICE**

305 Whitmore Administration Building  
University of Massachusetts  
Amherst, Massachusetts 01003

(413) 545-3464

**STAFF**

Associate Chancellor for Affirmative Action and Equal Opportunity	- Frederick C. Tillis
Associate Director for Recruitment and Training	- Gloria E. Ortiz
Associate Director for Grievance and Training	- Mary Jane Quinn
Americans with Disabilities Act Compliance Officer	- Paul R. Appleby
Coordinator of Administrative Data	- F. Ann Carr
Policy Researcher/Compliance Analyst	- Gordon J. Hewitt
Clerk V	- Ursula M. Donaldson
Typist II	- Amy L. Radford
Typist II	- Brenda Young



Digitized by the Internet Archive  
in 2015

<https://archive.org/details/affirmativeactio00univ>



**UNIVERSITY OF MASSACHUSETTS  
BOARD OF TRUSTEES RESOLUTIONS**

The Board of Trustees passed the following resolutions on November 26, 1985.

**EQUAL OPPORTUNITY RESOLUTION**

The University of Massachusetts is firmly committed to ensuring equal opportunity at all levels of the University. Accordingly, the Board of Trustees reaffirms that it is the policy of the University of Massachusetts for every officer and employee to perform all official actions in full accord with the Constitution and applicable laws and regulations of the United States and of the Commonwealth of Massachusetts. The University's commitment to equal opportunity extends to the admission of students, the provision of services by the University, and the selection of vendors who might provide services or products to the University. In addition, the University affords equal employment opportunities to all employees and applicants for employment regardless of race, color, religion, sex, age, national origin, mental or physical disability or veteran status. Employment, promotion, demotion, transfer, termination, and selection for training are based solely upon the requirements of the position. (T85-086A)

**AFFIRMATIVE ACTION RESOLUTION**

The Board of Trustees, while recognizing that Affirmative Action is mandated by federal and state law, reaffirms its own commitment to and support of this program.

The University's Affirmative Action Program will continue to encompass positive steps. First, it will take active efforts to achieve a representative workforce at all levels. Second, it will emphasize the provision of opportunities for a student body which represents the minority, female, handicapped and veteran populations. Third, in engaging vendors to service or supply the University, it will actively seek out minority owned vendors.

The Board of Trustees calls upon the President to take appropriate steps to implement and monitor the University's Affirmative Action Program. The President will ensure timely reporting of relevant material to the Board of Trustees (T85-087A).

## AFFIRMATIVE ACTION AND NONDISCRIMINATION POLICY

The University of Massachusetts Amherst prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability or handicap, veteran status, or sexual orientation in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, University policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

Affirmative action in employment is required for women, racial and ethnic minorities, Vietnam-era veterans, and individuals with disabilities in order to address under-representation in the workforce.

Inquiries concerning applicable laws, regulations, and policies should be addressed to the Affirmative Action and Equal Opportunity Office, 305 Whitmore Administration Building, (413) 545-3464.

The Associate Chancellor for Affirmative Action and Equal Opportunity, or his designee, is also the Title VI, Title IX, Section 504, and Americans with Disabilities Act Coordinator for the campus. This person will provide information about the University's obligation to provide overall program accessibility throughout the campus for disabled persons.

The University is committed to compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1968, Title I and Title II of the Civil Rights Act of 1991, the Equal Pay Act of 1963, Executive Order 11246 (1965), Title IX of the Education Amendments of 1972 and its regulations found at 34 C.F.R. part 106, Sections 503 and 504 of the Rehabilitation Act of 1973 as amended, the Americans with Disabilities Act of 1990, the Veterans Readjustment Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, the Family and Medical Leave Act of 1993, and with Massachusetts General Laws, Chapters 151B, 151C, and Chapter 149 as amended. Inquiries regarding federal laws may also be directed to: Regional Director, Office for Civil Rights, U.S. Dept. of Education, Room 222 McCormack P.O.C.H., Boston, MA 02109, or Assistant Secretary for Civil Rights, U.S. Dept. of Education, Washington, D.C. 20202. Inquiries regarding state laws may be directed to: Massachusetts Commission Against Discrimination, 436 Dwight Street, Suite 315, Springfield, MA 01103.

**CHANCELLOR'S STATEMENT ON AFFIRMATIVE ACTION  
AND NONDISCRIMINATION**

As stated in the mission for the campus: "Our goal is to achieve a multicultural campus where men and women of diverse groups...come to understand and appreciate the variety of perspectives which diversity makes possible." In pursuit of this goal we seek to redress the imbalances described in this document. Of course in achieving this objective we will be in compliance with State and Federal policies in this area.

Our commitment to equal opportunity means diligent efforts to protect students and employees from discrimination based upon race, creed, color, national origin, religion, gender, age, marital status, the presence of disabilities (unrelated to required tasks), status as a disabled or Vietnam-era veteran, or sexual orientation.

Our commitment to affirmative action means providing an opportunity to increase employment of qualified persons from protected ethnic and racial groups, women, persons with disabilities, Vietnam-era and special disabled veterans. This effort should be visible in our recruitment, hiring, promotion, transfer, training, career development, compensation, benefits and termination decisions.

I ask every member of the University of Massachusetts community on the Amherst campus to join me in developing and implementing our 1994-95 Affirmative Action Plan.

29 Nov 94  
Date

David K. Scott  
David K. Scott  
Chancellor

**STATEMENT BY THE ASSOCIATE CHANCELLOR  
FOR AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY**

The following is a report on the programs and activities of the Affirmative Action and Equal Opportunity Office for the Amherst campus during 1993-94.

This report covers the second year of activities of the campus-wide Chancellor's Multicultural Advisory Board consisting of broad representation from ethnic cultures and the minority community of the University. This past year, four Chancellor's Multicultural Awards were presented to an undergraduate student, a graduate student, a staff member, and a faculty member for outstanding service to the campus community.

After a lengthy and difficult search, Paul Appleby has been appointed as University Compliance Officer for the Americans with Disabilities Act (ADA). We have now submitted a self-evaluation study for the campus, which was required by the ADA state office.

The Affirmative Action Office works when appropriate with the seven collective bargaining agencies that have union contracts containing language which supports the affirmative action goals of equal opportunity and nondiscrimination.

On behalf of the office staff and the Affirmative Action Advisory Board, I am very pleased to express our gratitude to the University community for the very positive support received in advancing the campus commitment to diversity, equal opportunity, and the combating of various forms of discrimination at our University.

27 September '94  
Date

Frederick C. Tillis  
Frederick C. Tillis  
Associate Chancellor for  
Affirmative Action and Equal Opportunity



## INTERNAL AND EXTERNAL DISSEMINATION OF THE AFFIRMATIVE ACTION AND NONDISCRIMINATION POLICY

The following procedures are in effect to provide internal dissemination of the University of Massachusetts Amherst Affirmative Action and Nondiscrimination Policy:

- Personnel Manuals include a statement on affirmative action and nondiscrimination.
- Nondiscrimination clauses are included in all union agreements; contractual provisions are included to guarantee that union agreements are nondiscriminatory.
- Information regarding the Amherst campus Affirmative Action Program is published in The Campus Chronicle, a weekly campus newspaper.
- Each department, division, school, and college receives a copy of the annual Affirmative Action Plan.
- The Affirmative Action and Equal Opportunity Office distributes the Affirmative Action and Equal Opportunity Grievance Policy and Procedures and the Sexual Harassment Policy.

The University of Massachusetts Amherst disseminates its policy externally through the following procedures:

- Recruitment sources are informed of the University's policy as requests are made to refer qualified women and minorities to the University of Massachusetts Amherst.
- An equal employment opportunity clause is incorporated in all purchase orders, leases, contracts and subcontracts. It appears on all communications external to the University.
- All recruitment advertisements placed in outside publications (e.g. newspapers, journals, magazines or newsletters) carry a standard University of Massachusetts Affirmative Action/Equal Opportunity statement, thus publicly disseminating our policy to a vast audience.
- The Affirmative Action and Nondiscrimination Policy is included on the notice of Employment Opportunities, which is sent by the Employment Office on a weekly basis to minority and women's organizations, community agencies, agencies that serve veterans and the disabled, and other agencies concerned with employment opportunities.
- Through its application form for prospective classified employees and by requesting voluntary self-identification of protected group status during search procedures for professional positions, the University of Massachusetts Amherst communicates the existence of its Affirmative Action Program.

## UNIVERSITY OF MASSACHUSETTS AMHERST ORGANIZATIONAL STRUCTURE

The Chancellor of the University of Massachusetts Amherst is the executive officer charged by the Board of Trustees with the responsibility for administering the University and its resources. The Chancellor has broad powers and full responsibility for the educational program, as well as for the business and fiscal functions of all aspects of the University. The Office of the Chancellor has delegated to the Vice Chancellor for Academic Affairs and Provost, the Vice Chancellor for Administration and Finance, the Vice Chancellor for Student Affairs, the Vice Chancellor for University Advancement, and the Vice Chancellor for Research, Graduate Studies and Economic Development oversight responsibility and accountability for the respective areas to which they have been appointed. Ten deans have been delegated significant responsibility for the academic and administrative functions of the schools and colleges. See Appendix A for a summary of the organizational chart for the University of Massachusetts Amherst.

The University of Massachusetts Amherst operates under the principle of shared governance. The Faculty Senate and the Student Government Association may make recommendations to the administration concerning their respective constituencies and the governance of the campus.

The majority of employees of the University of Massachusetts Amherst are represented by one of seven unions. Union contracts currently in existence contain nondiscrimination clauses which commit the parties to equal opportunity; in addition, these contracts contain language upholding affirmative action. The unions include:

- American Federation of State, County, and Municipal Employees (AFSCME), Council 93, Local 1776, AFL/CIO - For service/maintenance and skilled craft personnel.
- Graduate Employee Organization (GEO), Local 65, UAW - for teaching assistants, research assistants, and graduate students with similar assignments.
- International Brotherhood of Police Officers - (IBPO-A) - For police officers.
- International Brotherhood of Police Officers - (IBPO-B) - For police sergeants.
- The Massachusetts Society of Professors/Faculty Staff Union (MSP) - For faculty members and librarians.
- Service Employees International Union (SEIU), Local 509, AFL/CIO - For non-faculty professional personnel.
- University Staff Association Affiliate of Massachusetts Teachers Association/NEA (USA/MTA/NEA) - For secretarial/clerical and technical/paraprofessional personnel.

## RESPONSIBILITY FOR IMPLEMENTATION OF THE AFFIRMATIVE ACTION PLAN

### **The Chancellor shall:**

- Designate a senior-level staff person to direct the Affirmative Action and Equal Opportunity Office and to develop the University of Massachusetts Amherst Affirmative Action Plan.
- Ensure that appropriate sanctions are taken against any employee or student who violates the Affirmative Action and Nondiscrimination Policy of the University.
- Oversee the development, implementation, and maintenance of procedures which conform to the University's Affirmative Action and Nondiscrimination Policy and the Affirmative Action Plan.

### **The Associate Chancellor for Affirmative Action shall:**

- Direct the Affirmative Action and Equal Opportunity Office and its staff.
- Ensure that University policy, practices, procedures, and programs meet applicable federal and state AA/EO requirements.
- Oversee the development and implementation of the Affirmative Action Program at the University of Massachusetts Amherst.
- Serve as campus spokesperson on issues concerned with affirmative action and equal opportunity.

### **The Affirmative Action and Equal Opportunity Office shall:**

- Administer internal discrimination grievance procedures and conduct investigations relative to affirmative action and equal opportunity complaints.
- Administer the University Sexual Harassment Policy and provide advice and counsel to the campus community on all related issues.
- Conduct outreach to campus personnel to increase and assess effectiveness of efforts in affirmative action and equal opportunity.
- Develop and implement uniform affirmative action and equal opportunity policies and procedures for the entire campus.
- Develop monitoring systems to assess recruitment efforts and the progress of campus programs toward affirmative action goals.
- Establish record keeping systems to maintain adequate empirical data for monitoring affirmative action and equal opportunity efforts on the Amherst campus.
- Prepare state, federal, and University system mandated reports.
- Provide fact finding reports and recommendations for conflict resolution to University legal counsel when grievances are initiated with external agencies.
- Provide training programs for academic and non-academic managers regarding the role of affirmative action and equal opportunity on the Amherst campus.
- Write all Affirmative Action Plans.

### **Vice Chancellors, Deans, Department Heads, Directors and Supervisors shall:**

- Address the goals and provisions of the Affirmative Action Plan within their respective units.
- Cooperate with the Associate Chancellor for Affirmative Action and Equal Opportunity in the development and implementation of the Affirmative Action Plan.
- Work toward developing an environment free from harassment and discrimination where students and employees live, work, and study.
- Hear and resolve informal discrimination and sexual harassment complaints.
- Provide information and guidance to departmental and division employees that will contribute to the effectiveness of the Affirmative Action Plan.



**Affirmative Action Advisory Board shall:**

- Consult with and advise the Associate Chancellor for Affirmative Action and Equal Opportunity on matters related to affirmative action and equal opportunity.
- Consult with the Provost and/or Chancellor on affirmative action, as requested.
- Provide a forum for discussion of policy issues and review of medium or long-range affirmative action goals, strategies and implementation efforts.

**University Employees shall:**

- Share responsibility for compliance with the Affirmative Action Plan.
- Act in a manner that ensures an environment free from harassment or discrimination for all employees and students of the University.
- Contribute to the effectiveness of the Affirmative Action Plan as appropriate to their positions and job assignments.

**University Students shall:**

- Share responsibility for supporting an environment free from harassment or discrimination where students and employees live, work, and study.
- Respect the rights of others in an academic environment and behave in accordance with the Code of Student Conduct (Trustee Document #T86-030C).



## WORKFORCE PROFILE

The workforce was analyzed for its representation of women and minority group members within each vice chancellor executive unit, major budgetary unit such as school/college or division, and department or program budgetary unit. Workforce analysis reports, listing personnel in each department in high to low wage order with job title enumerated as required by Title 41 Code of Federal Regulations (CFR) 60-2.11(a), are available for review in the Affirmative Action and Equal Opportunity Office. Definitions of protected group categories used in the workforce analysis are provided in Appendix B of this document.

The workforce was analyzed using the EEO-6 classification system, which addresses the requirements set forth in 41 CFR 60-2.11(b). The EEO-6 classification system contains seven categories of personnel as follows: 1: Executive/Administrative/Managerial (EAM), 2: Faculty, 3: Professional/Non-Faculty, 4: Secretarial/Clerical, 5: Technical/Paraprofessional, 6: Skilled Crafts, and 7: Service/Maintenance. All job titles used at the University of Massachusetts Amherst are grouped into EEO-6 categories and, within these, into job groups based on similarity in job content, wage rates, and opportunity for advancement.

A display of EEO-6 Categories, University job groups, and job titles within groups, is located in Appendix C.

A summary analysis of the campus workforce by EEO-6 category, which includes the representation of women, minorities, Vietnam-era veterans, special disabled veterans, and individuals with disabilities, follows in Table 1, Workforce Representation of Protected Group Members by EEO-6 Category. The University of Massachusetts Amherst workforce on 3/31/94, included 5,473 employees, excluding student and hourly employees. Women represented 47.5% of the total workforce; minority group members represented 10.4%; veterans, 3.6%; and disabled employees, 1.1%. This reflects a continuing diversification of the workforce with respect to gender and ethnicity.

Table 1

**Workforce Representation of Protected Group Members by EEO-6 Category  
3/31/94**

EEO-6 Category	Total	Female		Minority		Veterans		Disabled	
	#	#	%	#	%	#	%	#	%
Executive/Admin./Managerial	118	43	36.4	22	18.6	7	5.9	3	2.5
Faculty	1,412	369	26.1	166	11.8	30	2.1	6	0.4
Professional/Non-Faculty	1,263	684	54.2	151	12.0	52	2.7	8	0.6
Secretarial/Clerical	1,153	999	86.6	66	5.7	17	1.5	10	0.9
Technical/Paraprofessional	357	154	43.1	27	7.6	18	5.0	3	0.8
Skilled Crafts	310	8	2.6	12	3.9	37	11.9	9	2.9
Service/Maintenance	860	345	40.1	123	14.3	35	4.1	22	2.6
<b>TOTAL</b>	<b>5,473</b>	<b>2,602</b>	<b>47.5</b>	<b>567</b>	<b>10.4</b>	<b>196</b>	<b>3.6</b>	<b>61</b>	<b>1.1</b>

Table 2

**Workforce Representation of Protected Group Members  
by EEO-6 Job Category and University Job Group  
3/31/94**

		Total Employees #	Female #	%	Total Minorities #	%	Black #	%	Asian/ Pac. Isl dr. #	%	Native American #	%	Hispanic #	%	Veterans #	Disabled #
<b>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</b>																
1.1	EAM A	7	1	14.3	1	14.3	1	14.3	0	0.0	0	0.0	0	0.0	1	0
1.2	EAM B	26	8	30.8	4	15.4	3	11.5	1	3.8	0	0.0	0	0.0	0	1
1.3	EAM C	34	13	38.2	4	11.8	2	5.9	2	5.9	0	0.0	0	0.0	0	1
1.4	EAM D	51	21	41.2	13	25.5	7	13.7	2	3.9	0	0.0	4	7.8	6	2
<b>Category Total</b>		<b>118</b>	<b>43</b>	<b>36.4</b>	<b>22</b>	<b>18.6</b>	<b>13</b>	<b>11.0</b>	<b>5</b>	<b>4.2</b>	<b>0</b>	<b>0.0</b>	<b>4</b>	<b>3.4</b>	<b>7</b>	<b>4</b>
<b>EEO-6 Category 2: Faculty</b>																
2.1	Regular Faculty	1,132	250	22.1	145	12.8	43	3.8	57	5.0	5	0.4	40	3.5	24	5
2.2	Other Faculty	280	119	42.5	21	7.5	9	3.2	9	3.2	0	0.0	3	1.1	6	1
<b>Category Total</b>		<b>1,412</b>	<b>369</b>	<b>26.1</b>	<b>166</b>	<b>11.8</b>	<b>52</b>	<b>3.7</b>	<b>66</b>	<b>4.7</b>	<b>5</b>	<b>0.4</b>	<b>43</b>	<b>3.0</b>	<b>30</b>	<b>6</b>
<b>EEO-6 Category 3: Professional Non-Faculty</b>																
3.1	Administrative	301	192	63.8	26	8.6	14	4.7	4	1.3	1	0.3	7	2.3	19	2
3.2	Education/Training	319	208	65.2	56	17.6	27	8.5	6	1.9	2	0.6	21	6.6	9	3
3.3	Institutional Relations	82	49	59.8	4	4.9	0	0.0	4	4.9	0	0.0	0	0.0	1	0
3.4	Library	45	28	62.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0
3.5	Research/Post Doctorates	110	40	36.4	33	30.0	1	0.9	30	27.3	1	0.9	1	0.9	0	0
3.6	Patient Care-A	53	42	79.2	1	1.9	1	1.9	0	0.0	0	0.0	0	0.0	2	2
3.7	Technical	311	101	32.5	25	8.0	3	1.0	18	5.8	0	0.0	4	1.3	19	0
3.8	Professional Non-Faculty, Other	5	3	60.0	1	20.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0
3.9	Patient Care-B	37	21	56.8	5	13.5	4	10.8	0	0.0	0	0.0	1	2.7	0	0
<b>Category Total</b>		<b>1,263</b>	<b>684</b>	<b>54.2</b>	<b>151</b>	<b>12.0</b>	<b>50</b>	<b>4.0</b>	<b>62</b>	<b>4.9</b>	<b>4</b>	<b>0.3</b>	<b>35</b>	<b>2.8</b>	<b>52</b>	<b>7</b>

Table 2 (Cont.)

**Workforce Representation of Protected Group Members  
by EEO-6 Job Category and University Job Group  
3/31/94**

	Total Employees #	Female # %	Total Minorities # %	Black # %	Asian/ Pac. Isldr. # %	Native American # %	Hispanic # %	Veterans #	Disabled #						
EEO-6 Category 4: Secretarial/Clerical															
4.1 Administrative Support	215	162	75.3	18	8.4	6	2.8	7	3.3	1	0.5	4	1.9	2	0
4.2 Secretaries/Clerks/Typists	743	699	94.1	39	5.2	17	2.3	10	1.3	2	0.3	10	1.3	6	7
4.3 Computer Equip. Operators	51	43	84.3	1	2.0	1	2.0	0	0.0	0	0.0	0	0.0	1	2
4.4 Financial Records	56	51	91.1	1	1.8	0	0.0	1	1.8	0	0.0	0	0.0	1	0
4.5 Duplicating/Mail	28	11	39.3	2	7.1	1	3.6	0	0.0	0	0.0	1	3.6	5	0
4.6 Communication Equip. Operators	17	15	88.2	2	11.8	1	5.9	0	0.0	0	0.0	1	5.9	0	0
4.7 Sales	43	18	41.9	3	7.0	1	2.3	1	2.3	0	0.0	1	2.3	2	1
Category Total	1,153	999	86.6	66	5.7	27	2.3	19	1.6	3	0.3	17	1.5	17	10
EEO Category 5: Technical/Paraprofessional															
5.1 Science Technicians	171	61	35.7	8	4.7	1	0.6	5	2.9	0	0.0	2	1.2	10	1
5.2 Computer Technicians	18	7	38.9	1	5.6	1	5.6	0	0.0	0	0.0	0	0.0	0	0
5.3 Engineering & Related	13	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0
5.4 Other Technical	13	4	30.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	1
5.5 Science Paraprofessionals	12	11	91.7	1	8.3	0	0.0	1	8.3	0	0.0	0	0.0	0	0
5.6 Business & Related	11	6	54.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1
5.7 Health Services	59	55	93.2	11	18.6	6	10.2	1	1.7	0	0.0	4	6.8	0	0
5.8 Protective Services	60	8	13.3	6	10.0	4	6.7	0	0.0	0	0.0	2	3.3	2	0
Category Total	357	154	43.1	27	7.6	12	3.4	7	2.0	0	0.0	8	2.2	18	3
EEO Category 6: Skilled Crafts															
6.1 Mechanics & Repairers	59	2	3.4	1	1.7	0	0.0	0	0.0	1	1.7	0	0.0	6	1
6.2 Construction Trades, Supervisors	13	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0
6.3 Construction Trades, Non-Super.	209	6	2.9	8	3.8	4	1.9	0	0.0	3	1.4	1	0.5	28	8
6.4 Metal Workers	13	0	0.0	2	15.4	1	7.7	0	0.0	1	7.7	0	0.0	0	0
6.5 Plant & System Operation	16	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0	1	6.3	2	0
Category Total	310	8	2.6	12	3.9	5	1.6	0	0.0	5	1.6	2	0.6	37	9

Table 2 (Cont.)

**Workforce Representation of Protected Group Members  
by EEO-6 Job Category and University Job Group  
3/31/94**

	Total Employees #	Female		Total Minorities		Black		Asian/ Pac. Isldr.		Native American		Hispanic #	Hispanic %	Veterans #	Disabled #
		#	%	#	%	#	%	#	%	#	%				
EEO Category 7: Service/Maintenance															
7.1 Food Preparation & Service	269	177	65.8	53	19.7	16	5.9	26	9.7	3	1.1	8	3.0	5	4
7.2 Cleaning & Building Service	523	154	29.4	60	11.5	16	3.1	21	4.0	4	0.8	19	3.6	26	17
7.3 Motor Vehicle Operators	14	2	14.3	1	7.1	1	7.1	0	0.0	0	0.0	0	0.0	1	0
7.4 Farming & Forestry	9	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0
7.5 Guards, Institutional	45	11	24.4	9	20.0	5	11.1	0	0.0	0	0.0	4	8.9	2	1
Category Total	860	345	40.1	123	14.3	38	4.4	47	5.5	7	0.8	31	3.6	35	22
GRAND TOTAL															
	5,473	2,602	47.5	567	10.4	197	3.6	206	3.8	24	0.4	140	2.6	196	61



Representation of women in the various EEO-6 workforce categories continues to follow several predicted patterns including the largest representation of women in the clerical workforce (86.6%) and the smallest representation of women in the skilled crafts area (2.6%). The greatest number of minorities are employed as faculty (n = 166, 11.8%); they are least represented in the skilled crafts area (n = 12, 3.9%). The greatest percentage representation of both veterans and disabled employees occurs in the skilled crafts area (11.9 and 2.9%, respectively).

Table 2, Workforce Representation of Protected Group Members by EEO-6 Category and University Job Group (pp. 10-12), displays the total number of employees and the number of protected group members by University job group; included is a breakdown by racial/ethnic origin. Workforce representation by executive area is provided in Appendix D, Workforce Representation of Protected Group Members, by University Job Group Within Executive Area. Workforce representation by gender and racial/ethnic origin is presented in Appendix E.

The EEO-6 classification system includes six categories of non-faculty personnel. The Executive, Administrative, Managerial (EAM) category is divided into four job groups, relative to the extent of the position's direct decision-making authority, e.g., campus-wide or unit based. The Professional/Non-Faculty category is divided into nine job groups based on job content as follows: Administrative, Education/Training, Institutional Relations, Library, Research/Post-Doctorates, Patient Care-A, Patient Care-B, Technical, and Other Professional. The remaining four EEO-6 categories (Secretarial/Clerical, Technical/Paraprofessionals, Skilled Crafts, and Service/Maintenance) are divided into content specific job groups including job titles which reflect clear promotional opportunity, e.g., Typist I, Typist II.

There are two major job groups in EEO-6 category Faculty. Regular Faculty includes all tenured and tenure-track faculty. Academic department heads are included in this category. Other Faculty consists of non-tenure-track faculty including visiting faculty. Each department or program budgetary unit with one or more faculty employees is considered a job subgroup.

Table 3, Female and Minority Representation of Tenure System Faculty by School or College, displays the total number of tenured/tenure-track faculty, the number and percentage female, and the number and percentage of minority group members, in each academic area. Among the nine schools and colleges, the representation of women faculty ranges from a low of 5.1% in the College of Engineering to a high of 100% in the School of Nursing. The representation of minorities ranges from no representation in the School of Nursing, to 18.2% in the College of Engineering.

**Table 3**  
**Female and Minority Representation of Tenure System Faculty**  
**by School or College**  
**3/31/94**

School or College	Total	Female		Minority	
	#	#	%	#	%
College of Humanities & Fine Arts	288	89	30.9	44	15.3
College of Natural Sciences & Mathematics	266	31	11.7	30	11.3
College of Social & Behavioral Sciences	167	45	26.9	19	11.4
School of Education	58	20	34.5	9	15.5
College of Engineering	99	5	5.1	18	18.2
College of Food & Natural Resources	147	25	22.1	11	7.5
School of Management	46	8	17.4	6	13.0
School of Nursing	15	15	100.0	0	0.0
School of Public Health & Health Sci.	42	11	26.2	7	16.7
Other	4	1	25.0	1	25.0
<b>TOTAL</b>	<b>1,132</b>	<b>250</b>	<b>22.0</b>	<b>145</b>	<b>12.8</b>

## Workforce Change

The workforce was analyzed for changes in its composition over the two-year period for which AA Plan statistics have been generated using the Criterion Affirmative Action Management System. Table 4, Historical Workforce Comparison by EEO-6 Category, compares summary workforce statistics for the 1992, 1993 and 1994 time periods.

Table 4

### Historical Workforce Comparison by EEO-6 Category 1992 through 1994

EEO-6 Job Category	Year	Total	Female		Minority	
		#	#	%	#	%
Executive/Admin./Managerial	1994	118	43	36.4	22	18.6
	1993	115	39	33.9	17	14.8
	1992	120	43	35.2	15	12.3
Faculty	1994	1,412	369	26.1	166	11.8
	1993	1,397	371	26.6	150	10.7
	1992	1,404	352	25.1	148	10.5
Professional/Non-Faculty	1994	1,263	684	54.2	151	12.0
	1993	1,210	649	53.6	125	10.3
	1992	1,188	630	53.0	127	10.7
Secretarial/Clerical	1994	1,153	999	86.6	66	5.7
	1993	1,164	1,008	86.6	69	5.9
	1992	1,196	1,023	85.5	69	5.8
Technical/Paraprofessional	1994	357	154	43.1	27	7.6
	1993	346	150	43.4	27	7.8
	1992	359	161	44.8	29	8.1
Skilled Crafts	1994	310	8	2.6	12	3.9
	1993	324	8	2.5	13	4.0
	1992	315	7	2.2	12	3.8
Service/Maintenance	1994	860	345	40.1	123	14.3
	1993	908	354	39.0	118	13.0
	1992	876	353	40.3	107	12.2
GRAND TOTAL	1994	5,473	2,602	47.5	567	10.4
	1993	5,464	2,579	47.2	519	9.5
	1992	5,458	2,567	47.0	506	9.3

Although overall workforce growth for the past two years was negligible, minority representation increased a full percentage point between 3/31/92 and 3/31/94; the representation of women increased by one-half a percentage point. Minorities now comprise 10.4% of the workforce, while women comprise 47.5%. The areas of growth for minority representation include the EAM, faculty, professional and service/maintenance categories. Similarly, areas of growth for female representation include the EAM, faculty, professional, and secretarial/clerical categories.



## **AVAILABILITY ESTIMATES & UTILIZATION ANALYSIS**

Availability estimates for women and minorities were computed using the Criterion Affirmative Action Management System (CAAMS), and following the eight-factor analysis described in Title 41 Code of Federal Regulations (CFR) 60-2.11(b). A separate availability estimate was developed for each non-faculty job group and for each faculty subgroup (department or program budgetary unit).

As set forth in CFR 60-2.11(b), a utilization analysis is a comparison of the availability (percentage basis) of women and minorities with the current representation of women and minorities in each workforce job group. **Underutilization is defined as having fewer minorities or women in a particular job group than would reasonably be expected by their availability. Generally, whenever current representation falls below 80 percent of the availability estimate, "underutilization" exists.** However, when a job group is of sufficient size, underutilization may be determined using the two standard deviation method.

Based on the 1990 census, it is estimated that 4% of the civilian labor force in Massachusetts is disabled; 5% are Vietnam-era veterans. Performance of a utilization analysis pertaining to the workforce representation of employees with disabilities and veterans is not established under federal regulations.

### **Availability Estimates and Utilization Analysis For Non-Faculty Job Groups**

For non-faculty job groups, the 1990 Census data was used as the source for raw statistics on the availability of women and minorities in the population and labor market. Depending on the usual recruitment area for the specific job group, statistics for the local (Franklin, Hampden, and Hampshire counties), state/regional (New England states), or national levels were used. Availability estimates obtained through the eight-factor analysis process are also influenced by the composition of the University's work force, as the presence of promotable and transferable women and minorities within the organization is factored into the overall determination of availability.

The utilization of non-faculty employees is reported in Table 5, Non-Faculty Utilization Report, By University Job Group (pp. 16-17). This table displays the current composition of the workforce with respect to the total number of employees, the number and percentage female, and the number and percentage of minority group members; the availability estimate for female and minority workers (percentage basis), the shortfall between current utilization and the availability estimate (percentage basis), and the determination of whether underutilization exists.

Overall, representation of women equalled or exceeded 80% of the availability estimate in 26 of the 38 non-faculty job groups. In the Executive/Administrative/Managerial (EAM) category, women were underutilized in two of the four job groups: EAM A (includes the chancellor, deputy chancellor, provost, and vice-chancellors) and EAM C (includes executive level administrators). Women were fully utilized in all of the nine professional/non-faculty job groups. Women were fully utilized in the secretarial/clerical category with the exception of Duplicating/Mail Clerks, but were underutilized in three of the eight technical/paraprofessional job groups as follows: Computer Technicians, Engineering & Related, and Business & Related Paraprofessionals. Women were underutilized in all of the skilled crafts job groups. In service/maintenance, women were underutilized in Farming & Forestry, but were fully utilized in the four other job groups.

Table 5

### Non-Faculty Utilization Report, by University Job Group 3/31/94

	Current Workforce				Availability		Shortfall		Underutilized	
	Total #	Female		Minority # %	Fem %	Min %	Fem %	Min %	Fem	Min
		#	%							
EEO-6 Category 1: Executive/Admin./Managerial										
1.1 EAM A	7	1	14.3	1	14.3	36.4	13.6	22.1	YES	NO
1.2 EAM B	26	8	30.8	4	15.4	22.1	12.8		NO	NO
1.3 EAM C	34	13	38.2	4	11.8	48.8	16.0	10.6	YES	YES
1.4 EAM D	51	21	41.2	13	25.5	42.1	19.7	0.9	NO	NO
EEO-6 Category 3: Professional/Non-Faculty										
3.1 Administrative	301	192	63.8	26	8.6	57.5	11.2		NO	NO
3.2 Education/Training	319	208	65.2	56	17.6	53.6	15.0		NO	NO
3.3 Institutional Relations	82	49	59.8	4	4.9	51.3	10.7		NO	YES
3.4 Library	45	28	62.2	0	0.0	70.9	3.4	8.7	NO	YES
3.5 Research/Post-Doctorates	110	40	36.4	33	30.0	29.5	11.4		NO	NO
3.6 Patient Care A	53	42	79.2	1	1.9	80.2	14.9	1.0	NO	YES
3.7 Technical	311	101	32.5	25	8.0	36.5	11.7	4.0	NO	YES
3.8 Other Professionals	5	3	60.0	1	20.0	47.3	11.2		NO	NO
3.9 Patient Care B	37	21	56.8	5	13.5	60.9	12.6	4.1	NO	NO
EEO-6 Category 4: Secretarial/Clerical										
4.1 Administrative Support	215	162	75.3	18	8.4	82.1	10.1	6.8	NO	NO
4.2 Secretaries, Clerks, Typists	743	699	94.1	39	5.2	88.3	8.4		NO	YES
4.3 Computer Equipment Operators	51	43	84.3	1	2.0	80.6	8.0		NO	YES
4.4 Financial Records Clerks	56	51	91.1	1	1.8	90.7	5.2		NO	YES
4.5 Duplicating, Mail Clerks	28	11	39.3	2	7.1	54.8	5.5	15.5	YES	NO
4.6 Communication Equipment Operators	17	15	88.2	2	11.8	84.4	8.5		NO	NO
4.7 Sales Clerks	43	18	41.9	3	7.0	43.1	8.6	1.2	NO	NO

**NOTE:** Job groups 3.1 and 6.3 are not underutilized for minorities as determined by the standard deviation method.



**Table 5 (Cont.)**  
**Non-Faculty Utilization Report, by University Job Group**  
**3/31/94**

	Total #	Current Workforce			Minority #	Availability		Shortfall		Underutilized	
		Female		Fem %		Min %	Fem %	Min %	Fem	Min	
		#	%								
EEO-6 Category 5: Technical/Paraprofessional											
5.1 Science Technicians	171	61	35.7	8	4.7	36.9	10.0	1.2	5.3	NO	YES
5.2 Computer Technicians	18	7	38.9	1	5.6	50.5	11.0	11.6	5.4	YES	YES
5.3 Engineering & Related Technicians	13	2	15.4	0	0.0	33.6	6.2	18.2	6.2	YES	YES
5.4 Other Technicians	13	4	30.8	0	0.0	33.3	6.0	2.5	6.0	NO	YES
5.5 Science Paraprofessionals	12	11	91.7	1	8.3	91.5	3.8			NO	NO
5.6 Business & Related Paraprofessionals	11	6	54.5	0	0.0	86.4	3.4	31.9	3.4	YES	YES
5.7 Health Services Paraprofessionals	59	55	93.2	11	18.6	86.9	18.0			NO	NO
5.8 Protective Services Paraprofessionals	60	8	13.3	6	10.0	13.7	12.3	0.4	2.3	NO	NO
EEO-6 Category 6: Skilled Crafts											
6.1 Mechanics & Repairers	59	2	3.4	1	1.7	9.2	7.4	5.8	5.7	YES	YES
6.2 Construction Trades, Supervisory	13	0	0.0	0	0.0	3.8	3.1	3.8	3.1	YES	YES
6.3 Construction Trades, Non-Supervisory	209	6	2.9	8	3.8	7.3	5.0	4.4	1.2	YES	NO
6.4 Metal Workers	13	0	0.0	2	15.4	4.5	7.3	4.5		YES	NO
6.5 Plant & System Operations	16	0	0.0	1	6.3	20.0	9.9	20.0	3.6	YES	YES
EEO-6 Category 7: Service/Maintenance											
7.1 Food Preparation & Service	269	177	65.8	53	19.7	55.3	17.4			NO	NO
7.2 Cleaning & Building Services	523	154	29.4	60	11.5	28.2	12.7		1.2	NO	NO
7.3 Motor Vehicle Operators	14	2	14.3	1	7.1	14.1	7.5		0.4	NO	NO
7.4 Farming & Forestry	9	1	11.1	0	0.0	30.0	11.6	18.9	11.6	YES	YES
7.5 Guards, Institutional	45	11	24.4	9	20.0	26.8	13.7	2.4		NO	NO

**NOTE:** Job groups 3.1 and 6.3 are not underutilized for minorities as determined by the standard deviation method.

The representation of minorities equalled or exceeded 80% of the availability estimate in 19 of the 38 non-faculty job groups. Minorities were utilized in two additional job groups based on the standard deviation method of determining utilization. Minorities were underutilized in one job group in the EAM category (EAM C). Minorities were underutilized in four professional job groups: Institutional Relations, Library, Patient Care-A, and Technical. Minorities were underutilized in three job groups within the secretarial/clerical category; the Secretary/Clerk/Typist job group, Computer Equipment Operators, and Financial Records Clerks. Minorities were underrepresented in five technical/paraprofessional job groups: Science Technicians, Computer Technicians, Engineering & Related, Business & Related Technicians, and Other Technicians. In the skilled crafts area, minorities were underutilized in the Mechanics & Repairers job group, Construction Trades, Supervisors; and Plant & Systems Operations. Minorities were fully utilized in all job groups within service/maintenance with the exception of Farming & Forestry.

### **Faculty Availability Estimates and Utilization Analysis**

Availability data for faculty were drawn primarily from a composite of the National Research Council's Survey of Earned Doctorates (1975-1991), which includes the gender and racial/ethnic heritage of degree recipients. Only degrees granted to U.S. citizens and permanent residents are included in the totals. The doctorates reported include research and applied-research doctorates in all fields; professional degrees are not included in this source. Six departments in which the doctorate was not the terminal degree for the majority of faculty were identified as follows: Afro-American Studies, Art, Athletics, Journalism, Legal Studies, and Music & Dance. For these departments, as well as for the School of Nursing, availability data were drawn from a forty year (1960-1991) composite degree table compiled by the University of Washington. In addition, census data was the source of faculty availability data for administrative units, special programs, and units with no tenured/tenure track faculty.

Using the National Research Council's list of specialties, the disciplinary composition of the faculty in each academic department was identified by a survey conducted in 1991 by the AA/EO Office. Availability estimates for faculty in each academic department were determined as follows: the total number of degrees earned in the respective discipline(s) were summed for the time period and the total percentage of degrees earned by women and minorities, respectively, was calculated. In cases where the department identified a single discipline, these percentages equalled the availability estimate for women and minorities, respectively. For departments which identified more than one discipline, degrees in the relevant subdisciplines were also included. If a weighted formula for the disciplinary composition of the department was provided to the AA/EO Office, this formula was used to produce the departmental availability estimate. It should be noted that, for any department, weight factors can be developed to reflect either the proportion of current faculty trained in each discipline or subdiscipline or the department's anticipated future directions in hiring.

The EEO-6 category Faculty is divided into two primary job groups: Regular Faculty (tenured/tenure-track), and Other Faculty (non-tenure-track). The Regular Faculty job group consists of 69 subgroups, one for each department or program budgetary unit where a tenured/tenure-track faculty member is employed. Similarly, the Other Faculty job group is composed of 71 subgroups. Statistics on the utilization of women and minorities among the faculty are presented in Table 6, Faculty Utilization Report, By Department/Program Within University Job Group, (pp. 20-25). This table displays the current composition of the faculty with respect to the total number, the number and percentage female, and the number and percentage of minority group members; the availability estimate for female and minority faculty (percentage

basis), the shortfall between current utilization and the availability estimate (percentage basis), and the determination of whether underutilization exists.

As of 3/31/94, there were 1,132 tenure system faculty members at the University of Massachusetts Amherst; 250 (22.1%) were women and 145 (12.8%) were minority group members. Out of the 69 subgroups of Regular Faculty, 44 (64%) were underutilized for women and 30 (43%) were underutilized for minorities. There were six academic departments without female faculty and 16 departments without minority faculty members. **The following 14 Departments were fully utilized for women and minority faculty: Art, Civil & Environmental Engineering, Consumer Studies, Economics, Electrical & Computer Engineering, History, Journalism, Management, Mechanical Engineering, Physics & Astronomy, Political Science, Student Development & Pupil Personnel Services, Theater, and Women's Studies.**

There were 280 non-tenure-track faculty as of 3/31/94; 119 (42.5%) were women, and 21 (7.5%) were minority group members. Out of the 71 subgroups of Other Faculty, 29 (41%) were underutilized for women, and 60 (85%) were underutilized for minorities. There were 23 subgroups without female faculty, and 58 without minority faculty.

It should be noted that some of the faculty subgroups are very small in size; this is especially true for the non-tenure-track faculty. Achievement of diversity within these subgroups, therefore, may be restricted by their small size.



Table 6

Faculty Utilization Report, by Department/Program Within University Job Group  
3/31/94

	Total #	Current Workforce			Availability			Shortfall			Underutilized	
		#	%	Minority #	Fem %	Min %	Fem %	Fem %	Min %	Fem %	Fem	Min
<b>2.1 Regular Faculty</b>	<b>1,132</b>	<b>250</b>	<b>22.1</b>	<b>145</b>	<b>12.8</b>							
Chancellor	2	0	0.0	0	0.0							
Chancellor's Office	2	0	0.0	0	0.0						YES	YES
Academic Affairs	1,129	250	22.1	145	12.8		39.2	16.4	39.2	16.4	YES	YES
Provost's Office	1	1	100.0	1	100.0		39.2	16.4			NO	NO
Honors Program	1	1	100.0	1	100.0							
College of Humanities & Fine Arts	288	89	30.9	44	15.3		45.0	17.0	33.9		YES	NO
Afro-American Studies	9	1	11.1	8	88.9		51.9	8.1	8.0		NO	NO
Art	25	11	44.0	4	16.0		66.3	5.0	16.3	5.0	YES	YES
Art History	8	4	50.0	0	0.0		55.8	17.2	30.8		YES	NO
Asian Languages & Literatures	8	2	25.0	5	62.5		38.8	1.9	26.3	1.9	YES	YES
Classics	8	1	12.5	0	0.0		47.0	13.2	3.2		NO	YES
Comparative Literature	10	5	50.0	1	10.0		51.4	5.6	30.3		YES	NO
English	57	12	21.1	6	10.5		62.0	8.7	22.0		YES	NO
French & Italian	15	6	40.0	2	13.3		53.2	2.1	25.9	2.1	YES	YES
Germanic Languages & Lit.	11	3	27.3	0	0.0		28.5	7.5	3.5		NO	NO
History	36	9	25.0	3	8.3		49.0	10.0	6.1		NO	NO
Journalism	7	3	42.9	1	14.3		43.0	8.2	43.0		YES	NO
Judaic & Near Eastern Studies	4	0	0.0	1	25.0		52.6	12.8		12.8	NO	YES
Linguistics	12	7	58.3	0	0.0		48.0	8.1	21.5	2.2	YES	YES
Music and Dance	34	9	26.5	2	5.9		21.3	5.0	5.9	5.0	YES	YES
Philosophy	13	2	15.4	0	0.0		53.2	2.1	53.2	2.1	YES	YES
Slavic Languages & Literatures	5	0	0.0	0	0.0		56.4	40.5	17.9		YES	NO
Spanish & Portuguese	13	5	38.5	8	61.5		42.8	5.5			NO	NO
Theater	8	4	50.0	1	12.5		44.4	5.9			NO	NO
Women's Studies	5	5	100.0	2	40.0						NO	NO



Table 6 (Cont.)

Faculty Utilization Report, by Department/Program Within University Job Group  
3/31/94

2.1 Regular Faculty	Total #	Current Workforce			Availability		Shortfall		Underutilized	
		Female #	%	Minority #	Fem %	Min %	Fem %	Min %	Fem	Min
College of Natural Science & Math	266	31	11.7	30	11.3					
Biochem. & Molecular Bio.	12	4	33.3	0	0.0	33.6	0.3	9.7	NO	YES
Biology	38	6	15.8	2	5.3	33.1	17.3	6.0	YES	YES
Chemistry	32	3	9.4	1	3.1	21.5	12.0	6.4	YES	YES
Computer Science	32	5	15.6	3	9.4	8.8		8.8	NO	YES
Geology & Geography	21	5	23.8	0	0.0	18.9		6.9	NO	YES
Mathematics & Statistics	52	3	5.8	13	25.0	17.0	11.2	10.7	YES	NO
Microbiology	11	1	9.1	1	9.1	37.4	28.3	0.5	YES	NO
Physics & Astronomy	54	4	7.4	8	14.8	8.4	1.0		NO	NO
Polymer Science & Engineering	14	0	0.0	2	14.3	16.2	16.2	9.0	YES	YES
College of Soc. & Behavioral Sciences	167	45	26.9	19	11.4					
Anthropology	15	5	33.3	2	13.3	47.2	13.9	7.3	YES	NO
Communication	21	6	28.6	3	14.3	41.7	13.1	8.9	YES	NO
Economics	26	6	23.1	3	11.5	17.5		10.8	NO	NO
Labor Relations Research Center	2	1	50.0	0	0.0	33.9		10.7	NO	YES
Legal Studies	6	1	16.7	1	16.7	26.0	9.3	9.0	YES	NO
Political Science	27	7	25.9	6	22.2	25.8		12.8	NO	NO
Psychology	44	13	29.5	1	2.3	48.5	19.0	6.3	YES	YES
Sociology	26	6	23.1	3	11.5	42.6	19.5	0.9	YES	NO
School of Management	46	8	17.4	6	13.0					
Accounting & Info. Systems	12	0	0.0	1	8.3	31.9	31.9	1.0	YES	NO
Finance & Operations Mgmt.	14	2	14.3	2	14.3	17.5	3.2	4.2	NO	YES
Management	12	5	41.7	3	25.0	32.4		9.6	NO	NO
Marketing	8	1	12.5	0	0.0	33.1	20.6	11.9	YES	YES
College of Engineering	99	5	5.1	18	18.2					
Chemical Engineering	13	0	0.0	1	7.7	21.4	21.4	7.4	YES	YES
Civil & Environmental Engin.	22	2	9.1	4	18.2	6.6		2.4	NO	NO
Electrical & Computer Engin.	33	2	6.1	7	21.2	4.7		0.5	NO	NO
Industrial Engin. & Oper. Res.	8	0	0.0	2	25.0	13.6	13.6		YES	NO
Mechanical Engineering	23	1	4.3	4	17.4	4.3		3.5	NO	NO

Table 6 (Cont.)

Faculty Utilization Report, by Department/Program Within University Job Group  
3/31/94

2.1 Regular Faculty	Total #	Current Workforce			Availability		Shortfall		Underutilized		
		Female #	%	Minority #	%	Fem %	Min %	Fem %	Min %	Fem	Min
School of Public Health & Health Sci.	42	10	23.8	7	16.7						
Communication Disorders	10	4	40.0	3	30.0	58.8	7.8	18.8		YES	NO
Exercise Science	8	2	25.0	0	0.0	42.6	11.7	17.6	11.7	YES	YES
Nutrition	6	2	33.3	0	0.0	68.3	16.3	51.7	16.3	YES	YES
Public Health	18	3	16.7	4	22.2	64.2	15.4	47.5		YES	NO
School of Nursing	15	15	100.0	0	0.0	95.7	6.8		6.8	NO	YES
School of Education	58	21	36.2	9	15.5						
Office of the Dean	1	1	100.0	1	100.0	39.2	16.4			NO	NO
Educ. Policy, Rsrch., & Admin.	13	3	23.1	2	15.4	48.3	14.0	25.2		YES	NO
Student Development	13	8	61.5	2	15.4	48.3	14.0			NO	NO
Teacher Education	31	9	29.0	4	12.9	48.3	14.0	19.3	1.1	YES	NO
College of Food & Nat. Resources	147	24	16.3	11	7.5						
Consumer Studies	7	5	71.4	1	14.3	54.3	10.7			NO	NO
Entomology	13	2	15.4	2	15.4	30.7	7.8	15.3		YES	NO
Food Science	11	1	9.1	2	18.2	26.8	10.9	17.7		YES	NO
Forestry & Wildlife Mgmt.	20	1	5.0	2	10.0	14.4	8.2	9.4		YES	NO
H.R.T.A.	14	3	21.4	0	0.0	40.3	11.1	18.9	11.1	YES	YES
Landscape Arch. & Reg. Plng.	15	3	20.0	0	0.0	27.4	13.4	7.4	13.4	YES	YES
Plant Pathology	7	1	14.3	0	0.0	31.1	9.1	16.8	9.1	YES	YES
Plant & Soil Sciences	23	3	13.0	1	4.3	14.8	7.4	1.8	3.1	NO	YES
Resource Economics	13	1	7.7	0	0.0	13.7	10.2	6.0	10.1	YES	YES
Southeastern MA Agric. Ctr.	2	0	0.0	0	0.0	15.9	8.2	15.9	8.2	YES	YES
Sports Studies	6	1	16.7	1	16.7	35.5	14.1	18.8		YES	NO
Veterinary & Animal Sciences	16	3	18.8	2	12.5	34.0	9.5	15.2		YES	NO
Research & Graduate Studies	1	0	0.0	0	0.0						
Environmental Institute	1	0	0.0	0	0.0	39.2	16.4	39.2	16.4	YES	YES

Table 6 (Cont.)

Faculty Utilization Report, By Department/Program Within University Job Group  
3/31/94

	Total #	Current Workforce			Availability			Shortfall			Underutilized	
		#	Female %	Minority #	Fem %	Min %	Fem %	Fem %	Min %	Fem %	Fem	Min
<b>2.2 Other Faculty</b>	<b>280</b>	<b>119</b>	<b>42.5</b>	<b>21</b>	<b>7.5</b>							
Chancellor's Area	3	0	0.0	0	0.0							
Athletics	2	0	0.0	0	0.0	16.4	39.2	39.2	16.4		YES	YES
Ombuds Office	1	0	0.0	0	0.0	16.4	39.2	39.2	16.4		YES	YES
Academic Affairs	276	119	43.1	21	7.6							
Continuing Ed. & Public Service	11	7	63.6	1	9.1							
Continuing Education	9	6	66.7	1	11.1	16.4	39.2		5.3		NO	YES
University Without Walls	2	1	50.0	0	0.0	16.4	39.2		16.4		NO	YES
Fine Arts Center	1	1	100.0	1	100.0	16.4	39.2				NO	NO
Academic Support	7	6	85.7	0	0.0							
Counseling Academic	5	4	80.0	0	0.0	16.4	39.2		16.4		NO	YES
Teaching Development	1	1	100.0	0	0.0	16.4	39.2		16.4		NO	YES
Residential Academic	1	1	100.0	0	0.0	16.4	39.2		16.4		NO	YES
College of Arts and Sciences	2	0	0.0	0	0.0							
Office of the Deans	2	0	0.0	0	0.0	16.4	39.2	39.2	16.4		YES	YES
College of Humanities & Fine Arts	60	25	41.7	10	16.7							
Afro-American Studies	4	1	25.0	3	75.0	17.0	45.0	20.0			YES	NO
Art	7	4	57.1	0	0.0	8.1	51.9		8.1		NO	YES
Asian Languages & Literatures	3	2	66.7	2	66.7	17.2	55.8				NO	NO
Comparative Literature	1	0	0.0	0	0.0	13.2	47.0	47.0	13.2		YES	YES
English	7	1	14.3	0	0.0	5.6	51.4	37.1	5.6		YES	YES
French & Italian	3	2	66.7	1	33.3	8.7	62.0				NO	NO
Germanic Languages & Lit.	2	1	50.0	0	0.0	2.1	53.2	3.2	2.1		NO	YES
History	4	1	25.0	0	0.0	7.5	28.5	3.5	7.5		NO	YES
Journalism	3	1	33.3	0	0.0	10.0	49.0	15.7	10.0		YES	YES
Judaic & Near Eastern Studies	4	2	50.0	0	0.0	8.2	43.0		8.2		NO	YES
Linguistics	1	0	0.0	0	0.0	12.8	52.6	52.6	12.8		YES	YES
Music & Dance	18	8	44.4	3	16.7	8.1	48.0	3.6			NO	NO
Spanish & Portuguese	1	1	100.0	1	100.0	40.5	56.4				NO	NO
Theater	2	1	50.0	0	0.0	5.5	42.8		5.5		NO	YES



Table 6 (Cont.)

Faculty Utilization Report, By Department/Program Within University Job Group  
3/31/94

2.2 Other Faculty	Total #	Current Workforce		Availability		Shortfall		Underutilized	
		Female #	%	Fem %	Min %	Fem %	Min %	Fem	Min
College of Natural Sciences & Math	61	18	29.5	5	8.2				
Dean's Office, NS&M	1	1	100.0	0	0.0	39.2	16.4	NO	YES
Biochem. & Molecular Bio.	6	1	16.7	0	0.0	33.6	9.7	YES	YES
Biology	11	5	45.5	0	0.0	33.1	11.7	NO	YES
Chemistry	9	3	33.3	3	33.3	21.5	9.9	NO	NO
Computer Science	12	4	33.3	1	8.3	8.8	18.2	NO	YES
Geology & Geography	3	0	0.0	0	0.0	18.9	6.9	YES	YES
Mathematics and Statistics	8	3	37.5	0	0.0	17.0	10.7	NO	YES
Microbiology	1	0	0.0	0	0.0	37.4	9.6	YES	YES
Physics and Astronomy	6	1	16.7	1	16.7	8.4	10.6	NO	NO
Polymer Science & Engineering	3	0	0.0	0	0.0	16.2	23.3	YES	YES
Sci. Reasoning & Rsrch. Inst.	1	0	0.0	0	0.0	39.2	16.4	YES	YES
College of Soc. & Behavioral Sciences	33	19	57.6	2	6.1				
Dean's Office, S&BS	1	1	100.0	0	0.0	39.2	16.4	NO	YES
Anthropology	3	2	66.7	0	0.0	47.2	7.3	NO	YES
Communication	2	1	50.0	0	0.0	41.7	8.9	NO	YES
Economics	3	0	0.0	0	0.0	17.5	10.8	YES	YES
Labor Relations Research Center	4	2	50.0	0	0.0	33.9	10.7	NO	YES
Legal Studies	3	2	66.7	0	0.0	26.0	9.0	NO	YES
Political Science	3	2	66.7	0	0.0	25.8	12.8	NO	YES
Psychology	9	5	55.6	0	0.0	48.5	8.6	NO	YES
Sociology	3	3	100.0	0	0.0	42.6	12.4	NO	YES
S. T. P. E. C.	2	1	50.0	2	100.0	39.2	16.4	NO	NO
School of Management	17	5	29.4	0	0.0				
Dean's Office, School of Mgmt.	2	1	50.0	0	0.0	39.2	16.4	NO	YES
Accounting & Info. Systems	4	0	0.0	0	0.0	31.9	9.3	YES	YES
Finance & Operations Mgmt.	3	1	33.3	0	0.0	17.5	18.5	NO	YES
Management	6	3	50.0	0	0.0	32.4	9.6	NO	YES
Marketing	2	0	0.0	0	0.0	33.1	11.9	YES	YES



Table 6 (Cont.)

Faculty Utilization Report, By Department/Program Within University Job Group  
3/31/94

2.2 Other Faculty	Total #	Current Workforce		Availability		Shortfall		Underutilized	
		Fem #	%	Fem #	%	Fem %	Min %	Fem	Min
College of Engineering	9	1	11.1	0	0.0				
Dean's Office, College of Engin.	1	1	100.0	0	0.0	39.2	16.4	NO	YES
Chemical Engineering	3	0	0.0	0	0.0	21.4	15.1	YES	YES
Electrical & Computer Engin.	2	0	0.0	0	0.0	4.7	21.7	YES	YES
Mechanical Engineering	3	0	0.0	0	0.0	4.3	20.9	YES	YES
School of Public Health & Health Sci.	7	4	57.1	0	0.0				
Communication Disorders	1	1	100.0	0	0.0	58.8	7.8	NO	YES
Public Health	6	3	50.0	0	0.0	64.2	15.4	YES	YES
School of Nursing	16	16	100.0	0	0.0	95.7	6.8	NO	YES
School of Education	13	7	53.8	0	0.0				
Dean's Office, School of Ed.	3	0	0.0	0	0.0	39.2	16.4	YES	YES
Educ. Policy, Research & Admin.	3	0	0.0	0	0.0	48.3	14.0	YES	YES
Student Devel. & Pupil Pers. Serv.	3	3	100.0	0	0.0	48.3	14.0	NO	YES
Tchr. Ed. & Curric. Studies	4	4	100.0	0	0.0	48.3	14.0	NO	YES
College of Food & Natural Resources	39	10	25.6	2	5.1				
Dean's Office, CF&NR	3	0	0.0	1	33.3	39.2	16.4	YES	NO
Consumer Studies	3	1	33.3	0	0.0	54.3	10.7	YES	YES
Entomology	1	0	0.0	0	0.0	30.7	7.8	YES	YES
Food Science	3	0	0.0	0	0.0	26.8	10.9	YES	YES
Forestry & Wildlife Mgmt.	3	0	0.0	0	0.0	14.4	8.2	YES	YES
H. R. T. A.	10	5	50.0	1	10.0	40.3	11.1	NO	NO
Landscape Arch. & Reg. Plng.	5	0	0.0	0	0.0	27.4	13.4	YES	YES
Plant & Soil Sciences	3	1	33.3	0	0.0	14.8	7.4	NO	YES
Sports Studies	3	1	33.3	0	0.0	35.5	14.1	NO	YES
Vet. & Animal Sciences	5	2	40.0	0	0.0	34.0	9.5	NO	YES
Research & Graduate Studies	1	0	0.0	0	0.0				
Animal Care Office	1	0	0.0	0	0.0	39.2	16.4	YES	YES

## Comparison of Non-Faculty Utilization Analyses

A one-year comparison of the utilization of women and minorities among the non-faculty EEO-6 categories is presented in Table 7, Non-Faculty Utilization Comparison, 1994 v. 1993 (pp. 27-28). Differences in availability estimates, 1994 v. 1993, are due to the incorporation of the availability of women and minorities in feeder job groups within the University, based on the previous year's history of promotions and transfers, into the calculation of overall availability.

In total, the percentage of women in the non-faculty workforce increased slightly from 54.3% in 1993 to 55.0% in 1994. The representation of women in job groups where a deficiency was noted in 1993 improved in the majority of cases, although this improvement was usually not sufficient to achieve full utilization. In total, the number of job groups underutilized for women remained at 12. However, there were some changes in which job groups were underutilized, 1994 v. 1993. Women are now underutilized in EAM C and Plant & Systems Operations. The EAM B and Other Technicians job groups are now utilized for women. Women continue to be underutilized in the following ten job groups: EAM A, Duplicating/Mail Clerks, Computer Technicians, Engineering & Related, Business & Related, Mechanics & Repairers, Construction Trades, Supervisory; Construction Trades, Non-Supervisory; Metal Workers and Farming & Forestry.

Overall, the percentage of minorities in the non-faculty workforce increased from 9.1% in 1993 to 9.9% in 1994. Minority representation has increased in various segments of the non-faculty workforce, including three of four EAM job categories. Three job groups that previously had no minority representation now have at least one minority staff member (EAM A, Patient Care-A, and Duplicating/Mail Clerks). Other job groups that saw a significant increase in minority representation include Research/Post-Docs. and Guards, Institutional.

The number of job groups underutilized for minorities decreased from 21 in 1993 to 17 in 1994. This net difference of four reflects the following changes, 1993 v. 1994: Six job groups have become utilized for minorities (EAM A, Administrative Professionals, Duplicating/Mail Clerks, Sales Clerks, Construction Trades, Non-Supervisory, and Metal Workers); and two job groups are now underutilized for minorities (Business & Related Paraprofessionals, and Plant & Systems Operations).

Table 7

## Non-Faculty Utilization Comparison, 1994 v. 1993

	1994						1993					
	FEMALES			MINORITIES			FEMALES			MINORITIES		
	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized
<b>EEO-6 Category 1: Executive/Administrative/Managerial</b>												
1.1 EAM A	14.3	36.4	YES	14.3	13.6	NO	0.0	34.1	YES	0.0	11.0	YES
1.2 EAM B	30.8	22.1	NO	15.4	12.8	NO	27.3	42.3	YES	18.2	16.0	NO
1.3 EAM C	38.2	48.8	YES	11.8	16.0	YES	38.2	35.0	NO	8.8	14.7	YES
1.4 EAM D	41.2	42.1	NO	25.5	19.7	NO	37.7	43.3	NO	18.9	14.3	NO
<b>EEO- Category 3: Professional/Non-Faculty</b>												
3.1 Administrative	63.8	57.5	NO	8.6	11.2	NO	61.6	51.2	NO	8.1	11.5	YES
3.2 Education/Training	65.2	53.6	NO	17.6	15.0	NO	67.2	51.6	NO	16.1	14.7	NO
3.3 Institutional Relations	59.8	51.3	NO	4.9	10.7	YES	59.2	46.0	NO	2.6	9.5	YES
3.4 Library	62.2	70.9	NO	0.0	3.4	YES	62.8	76.8	NO	0.0	13.4	YES
3.5 Research/Post-Docs.	36.4	29.5	NO	30.0	11.4	NO	32.3	28.4	NO	24.0	11.3	NO
3.6 Patient Care-A	79.2	80.2	NO	1.9	14.9	YES	78.7	69.2	NO	0.0	14.4	YES
3.7 Technical	32.5	36.5	NO	8.0	11.7	YES	32.2	33.7	NO	6.8	13.2	YES
3.8 Other	60.0	47.3	NO	20.0	11.2	NO	44.0	51.2	NO	12.0	12.6	NO
3.9 Patient Care-B	56.8	60.9	NO	13.5	12.6	NO	59.0	60.9	NO	12.8	13.0	NO
<b>EEO-6 Category 4: Secretarial/Clerical</b>												
4.1 Administrative Support	75.3	82.1	NO	8.4	10.1	NO	75.5	85.2	NO	11.6	8.9	NO
4.2 Sec./Clerical/Typist	94.1	88.3	NO	5.2	8.4	YES	93.6	87.6	NO	4.6	9.1	YES
4.3 Computer Operators	84.3	80.6	NO	2.0	8.0	YES	87.8	77.3	NO	6.1	9.0	YES
4.4 Fin. Records Clerks	91.1	90.7	NO	1.8	5.2	YES	91.1	90.1	NO	1.8	4.7	YES
4.5 Duplic./Mail Clerks	39.3	54.8	YES	7.1	5.5	NO	32.0	42.3	YES	0.0	1.6	YES
4.6 Commun. Equip. Oper.	88.2	84.4	NO	11.8	8.5	NO	86.7	86.5	NO	20.0	7.0	NO
4.7 Sales Clerks	41.9	43.1	NO	7.0	8.6	NO	42.9	43.6	NO	4.8	6.5	YES



Table 7 (Cont.)

## Non-Faculty Utilization Comparison, 1994 v. 1993

	1994						1993					
	FEMALES			MINORITIES			FEMALES			MINORITIES		
	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized
<b>EEO-6 Category 5: Technical/Paraprofessional</b>												
5.1 Science Technicians	35.7	36.9	NO	4.7	10.0	YES	35.3	39.4	NO	4.6	9.4	YES
5.2 Computer Technicians	38.9	50.5	YES	5.6	11.0	YES	31.6	50.8	YES	5.3	11.2	YES
5.3 Engineering & Related	15.4	33.6	YES	0.0	6.2	YES	15.4	34.2	YES	0.0	6.7	YES
5.4 Other Technicians	30.8	33.3	NO	0.0	6.0	YES	27.3	36.3	YES	0.0	6.1	YES
5.5 Science Paraprofess.	91.7	91.5	NO	8.3	3.8	NO	90.0	41.2	NO	10.0	8.4	NO
5.6 Business & Related	54.5	86.4	YES	0.0	3.4	YES	62.5	90.6	YES	12.5	3.2	NO
5.7 Health Services	93.2	86.9	NO	18.6	18.0	NO	94.9	87.9	NO	18.6	18.7	NO
5.8 Protective Services	13.3	13.7	NO	10.0	12.3	NO	15.1	11.6	NO	9.4	11.1	NO
<b>EEO-6 Category 6: Skilled Crafts</b>												
6.1 Mechanics & Repairers	3.4	9.2	YES	1.7	7.4	YES	3.0	4.8	YES	3.0	3.9	YES
6.2 Const. Trades, Superv.	0.0	3.8	YES	0.0	3.1	YES	0.0	7.2	YES	0.0	5.0	YES
6.3 Const. Trades, Non-Sup.	2.9	7.3	YES	3.8	5.0	NO	2.3	9.4	YES	3.8	5.8	YES
6.4 Metal Workers	0.0	4.5	YES	15.4	7.3	NO	0.0	4.6	YES	13.3	16.8	YES
6.5 Plant & System Oper.	0.0	20.0	YES	6.3	9.9	YES	5.6	6.7	NO	5.6	7.0	NO
<b>EEO-6 Category 7: Service/Maintenance</b>												
7.1 Food Prep. & Service	65.8	55.3	NO	19.7	17.4	NO	65.4	51.4	NO	16.4	14.7	NO
7.2 Cleaning & Bldg. Service	29.4	28.2	NO	11.5	12.7	NO	28.8	25.9	NO	11.7	14.3	NO
7.3 Motor Vehicle Operators	14.3	14.1	NO	7.1	7.5	NO	13.3	13.5	NO	13.3	5.2	NO
7.4 Farming & Forestry	11.1	30.0	YES	0.0	11.6	YES	10.0	35.4	YES	0.0	6.0	YES
7.5 Guards, Institutional	24.4	26.8	NO	20.0	13.7	NO	22.9	24.8	NO	11.4	12.0	NO



## Comparison of Faculty Utilization Analyses

A one-year comparison of the utilization of women and minorities among the tenure system faculty is presented in Table 8, Regular Faculty Utilization Comparison, 1994 v. 1993 (pp. 30-32). As previously defined, a utilization analysis is a comparison of the availability (percentage basis) of women and minorities with the current workforce representation. Generally, whenever current representation falls below 80 percent of the availability estimate, "underutilization" exists.

Factors which contribute to changes in the representation of women and minorities in the faculty workforce include hiring and termination activity; organizational restructuring was also a factor in some areas. Hiring activity was greatly increased in 1993-94; a total of 78 tenure system faculty were hired; this included 26 women and a record of 24 minority group members. Fifty-three tenure system faculty members terminated in 1993-94; 28% were women and 17% were minorities. Further information on faculty personnel activity is included under Employment Practices.

The representation of both women and racial/ethnic minorities among the tenure-system faculty improved from 1993 to 1994. Overall, the percentage of faculty who are female increased from 21.8% in 1993 to 22.1% in 1994. The percentage of faculty who are racial/ethnic minorities increased from 11.5% in 1993 to 12.8% in 1994. Five of the nine schools and colleges increased the percentage representation of women faculty; the percentage representation of minority faculty increased in six schools/colleges. Many departments made some improvement in the representation of women and minority group members among the faculty. However, this improvement was not always sufficient to achieve full utilization of protected group members.

As determined by a utilization analysis, the underutilization of tenure system female faculty remained unchanged from 1993 in five of the nine schools and colleges; change occurred in four schools and colleges. In Engineering, the department of Industrial Engineering & Operations Research is now underutilized for female faculty; the department of Civil & Environmental Engineering is now utilized for female faculty. In Social & Behavioral Sciences, the department of Political Science is no longer underutilized for female faculty. In the School of Management, the department of Finance & Operations Management is now utilized for female faculty. Due to a restructuring in the School of Education, the faculty are now organized within three departments. The department of Student Development & Pupil Personnel Services is utilized for women faculty, while the other two departments within the school are underutilized.

Utilization of tenure system minority faculty remained unchanged from 1993 in four of the nine schools and colleges; change occurred in five areas. In Humanities & Fine Arts, the Theater department is no longer underutilized for minority faculty. In Social & Behavioral Sciences, the department of Sociology is no longer underutilized for minority faculty. In Natural Sciences & Mathematics, the department of Polymer Science & Engineering is now underutilized for minority faculty. In the College of Engineering, the department of Civil & Environmental Engineering is now utilized for minority faculty. In Food & Natural Resources, the department of Forestry & Wildlife Management is now utilized for minority faculty.

Table 8

## Regular Faculty Utilization Comparison, 1994 v. 1993

	1994				1993			
	FEMALES		MINORITIES		FEMALES		MINORITIES	
	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %
<b>2.1 Regular Faculty</b>	<b>22.1</b>			<b>12.8</b>			<b>21.8</b>	<b>11.5</b>
Chancellor	0.0			0.0			50.0	0.0
Chancellor's Office	0.0	39.2	YES	0.0	16.4	YES	0.0	16.4
Academic Affairs	22.1			12.8			21.8	11.5
Provost's Office	100.0			100.0			100.0	100.0
Honors Program	100.0	39.2	NO	100.0	16.4	NO	100.0	16.4
Coll. Human. & Fine Arts	30.9			15.3			30.9	14.2
Afro-American Studies	11.1	45.0	YES	88.9	17.0	NO	11.1	45.0
Art	44.0	51.9	NO	16.0	8.1	NO	42.3	51.9
Art History	50.0	66.3	YES	0.0	5.0	YES	50.0	66.3
Asian Language & Lit.	25.0	55.8	YES	62.5	17.2	NO	25.0	55.8
Classics	12.5	38.8	YES	0.0	1.9	YES	12.5	38.8
Comparative Literature	50.0	47.0	NO	10.0	13.2	YES	45.5	47.0
English	21.1	51.4	YES	10.5	5.6	NO	20.3	51.4
French & Italian	40.0	62.0	YES	13.3	8.7	NO	42.9	62.0
Germanic Lang. & Lit.	27.3	53.2	YES	0.0	2.1	YES	27.3	53.2
History	25.0	28.5	NO	8.3	7.5	NO	28.6	28.5
Journalism	42.9	49.0	NO	14.3	10.0	NO	42.9	49.0
Judaic & Near East. St.	0.0	43.0	YES	25.0	8.2	NO	0.0	43.0
Linguistics	58.3	52.6	NO	0.0	12.8	YES	63.6	52.6
Music & Dance	26.5	48.0	YES	5.9	8.1	YES	27.3	48.0
Philosophy	15.4	21.3	YES	0.0	5.0	YES	15.4	21.3
Slavic Lang. & Lit.	0.0	53.2	YES	0.0	2.1	YES	0.0	53.2
Spanish & Portuguese	38.5	56.4	YES	61.5	40.5	NO	38.5	56.4
Theater	50.0	42.8	NO	12.5	5.5	NO	42.9	42.8
Women's Studies	100.0	44.4	NO	40.0	5.9	NO	100.0	44.4

Table 8 (Cont.)

## Regular Faculty Utilization Comparison, 1994 v. 1993

	1994				1993			
	FEMALES		MINORITIES		FEMALES		MINORITIES	
	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %
College Nat. Sci. & Math.	11.7		NO	11.3		YES	11.1	
Biochem. & Molec. Bio.	33.3	33.6	NO	0.0	9.7	YES	30.0	10.7
Biology	15.8	33.1	YES	5.3	11.7	YES	15.4	0.0
Chemistry	9.4	21.5	YES	3.1	9.9	YES	9.7	5.1
Computer Science	15.6	8.8	NO	9.4	18.2	YES	13.3	3.2
Geology & Geography	23.8	18.9	NO	0.0	6.9	YES	19.1	6.7
Mathematics/Statistics	5.8	17.0	YES	25.0	10.7	NO	7.4	18.2
Microbiology	9.1	37.4	YES	9.1	9.6	NO	9.1	9.9
Physics & Astronomy	7.4	8.4	NO	14.8	10.6	NO	7.5	18.2
Polymer Sci/Engin.	0.0	16.2	YES	14.3	23.3	YES	0.0	6.9
College Soc. & Behav. Sci.	26.9		YES	11.4			21.8	YES
Anthropology	33.3	47.2	YES	13.3	7.3	NO	28.6	23.3
Communication	28.6	41.7	YES	14.3	8.9	NO	25.0	9.0
Economics	23.1	17.5	NO	11.5	10.8	NO	22.2	14.3
Labor Rel. Res. Ctr.	50.0	33.9	NO	0.0	10.7	YES	100.0	7.3
Legal Studies	16.7	26.0	YES	16.7	9.0	NO	16.7	8.9
Political Science	25.9	25.8	NO	22.2	12.8	NO	17.4	10.8
Psychology	29.5	48.5	YES	2.3	8.6	YES	26.2	10.7
Sociology	23.1	42.6	YES	11.5	12.4	NO	8.7	YES
School of Management	17.4		YES	13.0			21.3	12.4
Accounting & Info. Sys.	0.0	31.9	YES	8.3	9.3	NO	7.7	14.9
Finance & Oper. Mgmt	14.3	17.5	NO	14.3	18.5	YES	13.3	15.4
Management	41.7	32.4	NO	25.0	9.6	NO	50.0	9.3
Marketing	12.5	33.1	YES	0.0	11.9	YES	14.3	18.5
College of Engineering	5.1		YES	18.2			4.4	9.6
Chemical Engineering	0.0	21.4	YES	7.7	15.1	YES	0.0	11.9
Civil & Env. Engineering	9.1	6.6	NO	18.2	20.6	NO	0.0	YES
Elec. & Comp. Engin.	6.1	4.7	NO	21.2	21.7	NO	6.5	15.1
Ind. Engin. & Op. Res.	0.0	13.6	YES	25.0	18.4	NO	14.3	20.6
Mechanical Engineering	4.3	4.3	NO	17.4	20.9	NO	4.4	YES



Table 8 (Cont.)

## Regular Faculty Utilization Comparison, 1994 v. 1993

	1994					1993				
	FEMALES		MINORITIES			FEMALES		MINORITIES		
	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %	Avail. %	Under- utilized	Utiliz. %
School of Public Health	23.8			16.7						
Communic. Disorders	40.0	58.8	YES	30.0	7.8	NO	28.0	58.8	YES	20.0
Exercise Science	25.0	42.6	YES	0.0	11.7	YES	44.4	42.6	YES	22.2
Nutrition	33.3	68.3	YES	0.0	16.3	YES	28.6	68.3	YES	0.0
Public Health	16.7	64.2	YES	22.2	15.4	NO	28.6	64.2	YES	0.0
School of Nursing	100.0	95.7	NO	0.0	6.8	YES	18.8	95.7	NO	18.8
School of Education	36.2			15.5			100.0			15.4
Office of the Dean	100.0	39.2	NO	100.0	16.4	NO	35.1	48.3	YES	0.0
Educ. Pol., Res., Admin.	23.1	48.3	YES	15.4	14.0	NO				15.8
Student Devel.	61.5	48.3	NO	15.4	14.0	NO				
Teacher Ed.	29.0	48.3	YES	12.9	14.0	NO				
College of Food & Nat. Res.	16.3			7.5						
Consumer Studies	71.4	54.3	NO	14.3	10.7	NO	17.6	54.3	NO	5.6
Entomology	15.4	30.7	YES	15.4	7.8	NO	75.0	30.7	YES	25.0
Food Science	9.1	26.8	YES	18.2	10.9	NO	15.4	26.8	YES	15.4
Forestry & Wildlife	5.0	14.4	YES	10.0	8.2	NO	11.1	14.4	YES	11.1
H. R. T. A.	21.4	40.3	YES	0.0	11.1	YES	5.0	40.3	YES	5.0
Landscape Architecture	20.0	27.4	YES	0.0	13.4	YES	25.0	27.4	YES	0.0
Plant Pathology	14.3	31.1	YES	0.0	9.1	YES	18.8	31.1	YES	0.0
Plant & Soil Sciences	13.0	14.8	NO	4.3	7.4	YES	14.3	14.8	NO	0.0
Resource Economics	7.7	13.7	YES	0.0	10.2	YES	13.0	13.7	YES	4.4
Southeast. MA Agric. Ctr.	0.0	15.9	YES	0.0	8.2	YES	7.7	15.9	YES	0.0
Sport Studies	16.7	35.5	YES	16.7	14.1	NO	0.0	35.5	YES	0.0
Veterinary/Animal Sci.	18.8	34.0	YES	12.5	9.5	NO	20.0	34.0	YES	0.0
Research & Graduate Studies	0.0			0.0			18.2			9.1
Environmental Inst.	0.0	39.2	YES	0.0	16.4	YES				9.5

## GOALS

Having identified a job group as underutilized for minorities and/or women, a goal to remedy underrepresentation must be established. The overall goal of the affirmative action plan is to eliminate the underutilization of protected category persons in the workforce. 41 CFR 60-2.12(e) indicates that goals "may not be rigid and inflexible quotas which must be met, but [rather] must be targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work." Goals for faculty are established at the department/program level. Goals for non-faculty job groups are established at the job group level campus-wide. All hiring officials share responsibility in reaching these affirmative action goals.

Table 9, Non-Faculty Utilization, Expected Placements, and Annual Percentage Goal, by University Job Group, 1994-1995 (pp. 34-35), provides a summary of utilization, expected placements, and the annual percentage goal for all non-faculty job groups. The number of expected placements includes all hires, promotions and transfers of non-faculty employees that are projected to occur between 4/1/94 and 3/31/95. Student and hourly employees are not included. The annual percentage goal is equal to the protected group availability estimate. Hiring officials may use this information to assist them in evaluating the adequacy of applicant pools with respect to the representation of protected category applicants, and to monitor their placement activities.

Table 10, Faculty Utilization, Expected Hires, and Annual Percentage Goal, by Department/Program Within University Job Group, 1994-95 (pp. 36-41), provides a summary of utilization, expected hires, and the annual percentage goal for the faculty. The number of expected hires includes the total number of replacements and new positions to be filled during academic year 1994-95. For tenured/tenure-track faculty positions, the number of expected hires is based on preliminary hiring information for positions to begin in academic year 1994-95. For non-tenure track faculty, the number of expected hires is based on the number of terminations that occurred in 1993-94. However, due to the fluctuations that occur in the hiring of non-tenure-track faculty, this number is at best an approximation.

Table 9

**Non-Faculty Utilization, Expected Placements, and Annual Percentage Goal  
by University Job Group, 1994 - 1995**

	Total #	Female		Minority		Underutilized		Expected Placements	Annual Percentage Goal (%)	
		#	%	#	%	Fem	Min		Fem	Min
EEO-6 Category 1: Executive/Administrative/Managerial										
1.1 EAM A	7	1	14.3	1	14.3	YES	NO	3	36.4	
1.2 EAM B	26	8	30.8	4	15.4	NO	NO	5		
1.3 EAM C	34	13	38.2	4	11.8	YES	YES	1	48.8	16.0
1.4 EAM D	51	21	41.2	13	25.5	NO	NO	7		
EEO-6 Category 3: Professional/Non-Faculty										
3.1 Administrative	301	192	63.8	26	8.6	NO	NO	39		
3.2 Education/Training	319	208	65.2	56	17.6	NO	NO	62		10.7
3.3 Institutional Relations	82	49	59.8	4	4.9	NO	YES	12		3.4
3.4 Library	45	28	62.2	0	0.0	NO	YES	8		
3.5 Research/Post-Doctorates	110	40	36.4	33	30.0	NO	NO	55		14.9
3.6 Patient Care-A	53	42	79.2	1	1.9	NO	YES	2		11.7
3.7 Technical	311	101	32.5	25	8.0	NO	YES	50		
3.8 Other Professionals	5	3	60.0	1	20.0	NO	NO	12		
3.9 Patient Care-B	37	21	56.8	5	13.5	NO	NO	8		
EEO-6 Category 4: Secretarial/Clerical										
4.1 Administrative Support	215	162	75.3	18	8.4	NO	NO	90		
4.2 Secretaries, Clerks, Typists	743	699	94.1	39	5.2	NO	YES	108		8.4
4.3 Computer Equipment Operators	51	43	84.3	1	2.0	NO	YES	7		8.0
4.4 Financial Records Clerks	56	51	91.1	1	1.8	NO	YES	12		5.2
4.5 Duplicating, Mail Clerks	28	11	39.3	2	7.1	YES	NO	4	54.8	
4.6 Communication Equipment Operators	17	15	88.2	2	11.8	NO	NO	3		
4.7 Sales Clerks	43	18	41.9	3	7.0	NO	NO	7		

**NOTE:** Workforce as of 3/31/94. Annual Percentage Goals are displayed for underutilized job groups.  
Placements include New Hires, Promotions and Transfers.



Table 9 (Cont.)

**Non-Faculty Utilization, Expected Placements, and Annual Percentage Goal  
by University Job Group, 1994-1995**

	Total #	Female #	Female %	Minority #	Minority %	Underutilized Fem	Underutilized Min	Expected Placements	Annual Percentage Goal (%) Fem	Min
<b>EEO-6 Category 5: Technical/Paraprofessional</b>										
5.1 Science Technicians	171	61	35.7	8	4.7	NO	YES	20		10.0
5.2 Computer Technicians	18	7	38.9	1	5.6	YES	YES	1	50.5	11.0
5.3 Engineering & Related Technicians	13	2	15.4	0	0.0	YES	YES	0	33.6	6.2
5.4 Other Technicians	13	4	30.8	0	0.0	NO	YES	2		6.0
5.5 Science Paraprofessionals	12	11	91.7	1	8.3	NO	NO	1		
5.6 Business & Related Paraprofessionals	11	6	54.5	0	0.0	YES	YES	1	86.4	3.4
5.7 Health Services Paraprofessionals	59	55	93.2	11	18.6	NO	NO	11		
5.8 Protective Services Paraprofessionals	60	8	13.3	6	10.0	NO	NO	9		
<b>EEO-6 Category 6: Skilled Crafts</b>										
6.1 Mechanics & Repairers	59	2	3.4	1	1.7	YES	YES	1	9.2	7.4
6.2 Construction Trades, Supervisory	13	0	0.0	0	0.0	YES	YES	1	3.8	3.1
6.3 Construction Trades, Non-Supervisory	209	6	2.9	8	3.8	YES	NO	15	7.3	
6.4 Metal Workers	13	0	0.0	2	15.4	YES	NO	0	4.5	
6.5 Plant & System Operations	16	0	0.0	1	6.3	YES	YES	3	20.0	9.9
<b>EEO-6 Category 7: Service/Maintenance</b>										
7.1 Food Preparation & Service	269	177	65.8	53	19.7	NO	NO	70		
7.2 Cleaning & Building Services	523	154	29.4	60	11.5	NO	NO	60		
7.3 Motor Vehicle Operators	14	2	14.3	1	7.1	NO	NO	0		
7.4 Farming & Forestry	9	1	11.1	0	0.0	YES	YES	2	30.0	11.6
7.5 Guards, Institutional	45	11	24.4	9	20.0	NO	NO	8		
<b>TOTAL</b>								<b>700</b>		

**NOTE:** Workforce as of 3/31/94. Annual Percentage Goals are displayed for underutilized job groups.  
Placements include New Hires, Promotions and Transfers.

Table 10

**Faculty Utilization, Expected Hires, and Annual Percentage Goal  
by Department/Program Within University Job Group  
1994 - 1995**

	Total #	Female #	Female %	Minority #	Minority %	Underutilized		Expected Hires	Annual Percentage Goal (%)	
						Fem	Min		Fem	Min
<b>2.1 Regular Faculty</b>	<b>1,132</b>	<b>250</b>	<b>22.1</b>	<b>145</b>	<b>12.8</b>			<b>26</b>		
Chancellor										
Chancellor's Office	2	0	0.0	0	0.0					
Academic Affairs	2	0	0.0	0	0.0	YES	YES		39.2	16.4
Provost's Office	1,129	250	22.1	145	12.8					
Honors Program	1	1	100.0	1	100.0					
College of Humanities & Fine Arts	1	1	100.0	1	100.0	NO	NO			
Afro-American Studies	288	89	30.9	44	15.3			6		
Art	9	1	11.1	8	88.9	YES	NO	1	45.0	
Art History	25	11	44.0	4	16.0	NO	NO			
Asian Languages & Literatures	8	4	50.0	0	0.0	YES	YES		66.3	5.0
Classics	8	2	25.0	5	62.5	YES	NO		55.8	
Comparative Literature	8	1	12.5	0	0.0	YES	YES		38.8	1.9
English	10	5	50.0	1	10.0	NO	YES			13.2
French & Italian	57	12	21.1	6	10.5	YES	NO		51.4	
Germanic Languages & Literatures	15	6	40.0	2	13.3	YES	NO		62.0	
History	11	3	27.3	0	0.0	YES	YES		53.2	2.1
Journalism	36	9	25.0	3	8.3	NO	NO	2		
Judaic & Near Eastern Studies	7	3	42.9	1	14.3	NO	NO			
Linguistics	4	0	0.0	1	25.0	YES	NO		43.0	
Music and Dance	12	7	58.3	0	0.0	NO	YES			12.8
Philosophy	34	9	26.5	2	5.9	YES	YES		48.0	8.1
Slavic Languages & Literatures	13	2	15.4	0	0.0	YES	YES		21.3	5.0
Spanish & Portuguese	5	0	0.0	0	0.0	YES	YES		53.2	2.1
Theater	13	5	38.5	8	61.5	YES	NO	2	56.4	
Women's Studies	8	4	50.0	1	12.5	NO	NO	1		
	5	5	100.0	2	40.0	NO	NO			

**NOTE:** Workforce as of 3/31/94. Annual Percentage Goals are displayed for underutilized job groups.  
Placements include New Hires, Promotions, and Transfers.

Table 10 (Cont.)

Faculty Utilization, Expected Hires, and Annual Percentage Goal  
by Department/Program Within University Job Group  
1994 - 1995

2.1 Regular Faculty	Total #	Female #	Female %	Minority #	Minority %	Underutilized		Expected Hires	Annual Percentage Goal (%)	
						Fem	Min		Fem	Min
College of Natural Sci. & Math.	266	31	11.7	30	11.3			5		
Biochem. & Molecular Bio.	12	4	33.3	0	0.0	NO	YES			9.7
Biology	38	6	15.8	2	5.3	YES	YES		33.1	11.7
Chemistry	32	3	9.4	1	3.1	YES	YES	1	21.5	9.9
Computer Science	32	5	15.6	3	9.4	NO	YES			18.2
Geology & Geography	21	5	23.8	0	0.0	NO	YES	1		6.9
Mathematics and Statistics	52	3	5.8	13	25.0	YES	NO		17.0	
Microbiology	11	1	9.1	1	9.1	YES	NO	2	37.4	
Physics & Astronomy	54	4	7.4	8	14.8	NO	NO			
Polymer Science & Engineering	14	0	0.0	2	14.3	YES	YES		16.2	23.3
College of Soc. & Behavioral Sciences	167	45	26.9	19	11.4			2		
Anthropology	15	5	33.3	2	13.3	YES	NO	1	47.2	
Communication	21	6	28.6	3	14.3	YES	NO		41.7	
Economics	26	6	23.1	3	11.5	NO	NO			
Labor Relations & Research Ctr.	2	1	50.0	0	0.0	NO	YES		10.7	
Legal Studies	6	1	16.7	1	16.7	YES	NO		26.0	
Political Science	27	7	25.9	6	22.2	NO	NO			
Psychology	44	13	29.5	1	2.3	YES	YES	1	48.5	8.6
Sociology	26	6	23.1	3	11.5	YES	NO		42.6	
School of Management	46	8	17.4	6	13.0					
Accounting	12	0	0.0	1	8.3	YES	NO	1	31.9	
Finance & Operations Mgmt.	14	2	14.3	2	14.3	NO	YES			18.5
Management & Info. Systems	12	5	41.7	3	25.0	NO	NO			
Marketing	8	1	12.5	0	0.0	YES	YES		33.1	11.9
College of Engineering	99	5	5.1	18	18.2			0		
Chemical Engineering	13	0	0.0	1	7.7	YES	YES		21.4	15.1
Civil & Environmental Engin.	22	2	9.1	4	18.2	NO	NO			
Electrical & Computer Engin.	33	2	6.1	7	21.2	NO	NO			
Industrial Engin. & Oper. Research	8	0	0.0	2	25.0	YES	NO		13.6	

**NOTE:** Workforce as of 3/31/94. Annual Percentage Goals are displayed for underutilized job groups.  
Placements include New Hires, Promotions, and Transfers.



Table 10 (Cont.)

Faculty Utilization, Expected Hires, and Annual Percentage Goal  
by Department/Program Within University Job Group  
1994 - 1995

2.1 Regular Faculty	Total #	Female #	Female %	Minority #	Minority %	Underutilized		Expected Hires	Annual Percentage Goal (%)	
						Fem	Min		Fem	Min
Mechanical Engineering	23	1	4.3	4	17.4	NO	NO	.		
School of Public Health & Health Sci.	42	10	23.8	7	16.7			1		
Communication Disorders	10	4	40.0	3	30.0	YES	NO		58.8	
Exercise Science	8	2	25.0	0	0.0	YES	YES		42.6	11.7
Nutrition	6	2	33.3	0	0.0	YES	YES	1	68.3	16.3
Public Health	18	3	16.7	4	22.2	YES	NO		64.2	
School of Nursing	15	15	100.0	0	0.0	NO	YES	2		6.8
School of Education	58	21	36.2	9	15.5			3		
Dean's Ofc., School of Ed.	1	1	100.0	1	100.0	NO	NO			
Educ. Pol, Res., & Admin	13	3	23.1	2	15.4	YES	NO		48.3	
Student Development	13	8	61.5	2	15.4	NO	NO	1		
Teacher Education	31	9	29.0	4	12.9	YES	NO	2	48.3	
College of Food & Nat. Resources	147	24	16.3	11	7.5			6		
Consumer Studies	7	5	71.4	1	14.3	NO	NO			
Entomology	13	2	15.4	2	15.4	YES	NO		30.7	
Food Science	11	1	9.1	2	18.2	YES	NO	1	26.8	
Forestry & Wildlife Mgmt.	20	1	5.0	2	10.0	YES	NO		14.4	
H. R. T. A.	14	3	21.4	0	0.0	YES	YES		40.3	11.1
Landscape Arch. & Reg. Plng.	15	3	20.0	0	0.0	YES	YES	2	27.4	13.4
Plant Pathology	7	1	14.3	0	0.0	YES	YES		31.1	9.1
Plant & Soil Sciences	23	3	13.0	1	4.3	NO	YES	1	7.4	
Resource Economics	13	1	7.7	0	0.0	YES	YES		13.7	10.2
Southeastern MA Agricultural Ctr.	2	0	0.0	0	0.0	YES	YES		15.9	8.2
Sports Studies	6	1	16.7	1	16.7	YES	NO	2	35.5	
Veterinary & Animal Sciences	16	3	18.8	2	12.5	YES	NO		34.0	
Research & Graduate Studies	1	0	0.0	0	0.0					
Environmental Institute	1	0	0.0	0	0.0	YES	YES		39.2	16.4

NOTE: Workforce as of 3/31/94. Annual Percentage Goals are displayed for underutilized job groups. Placements include New Hires, Promotions, and Transfers.

Table 10 (Cont.)

Faculty Utilization, Expected Hires, and Annual Percentage Goal  
by Department/Program Within University Job Group  
1994 - 1995

	Total #	Female #	Female %	Minority #	Minority %	Underutilized Fem	Min	Expected Hires	Annual Percentage Goal (%) Fem	Min
<b>2.2 Other Faculty</b>	<b>280</b>	<b>119</b>	<b>42.5</b>	<b>21</b>	<b>7.5</b>			<b>257</b>		
Chancellor's Area	3	0	0.0	0	0.0					
Athletics	2	0	0.0	0	0.0	YES	YES		39.2	16.4
Ombuds Office	1	0	0.0	0	0.0	YES	YES		39.2	16.4
Academic Affairs	276	119	43.1	21	7.6					
Continuing Ed. & Public Service	11	7	63.6	1	9.1					
Continuing Education	9	6	66.7	1	11.1	NO	YES	55*		16.4
University Without Walls	2	1	50.0	0	0.0	NO	YES	1		16.4
Fine Arts Center	1	1	100.0	1	100.0	NO	NO			
Academic Support	7	6	85.7	0	0.0					
Counseling Academic	5	4	80.0	0	0.0	NO	YES	1		16.4
Teaching Devel.	1	1	100.0	0	0.0	NO	YES			16.4
Residential Academic	1	1	100.0	0	0.0	NO	YES	1		16.4
College of Arts and Sciences	2	0	0.0	0	0.0					
Office of the Deans	2	0	0.0	0	0.0	YES	YES	1	39.2	16.4
College of Humanities & Fine Arts	60	25	41.7	10	16.7					
Afro-American Studies	4	1	25.0	3	75.0	YES	NO		45.0	
Art	7	4	57.1	0	0.0	NO	YES	6		8.1
Asian Languages & Literatures	3	2	66.7	2	66.7	NO	NO	3		
Comparative Lit.	1	0	0.0	0	0.0	YES	YES		47.0	13.2
English	7	1	14.3	0	0.0	YES	YES	4	51.4	5.6
French & Italian	3	2	66.7	1	33.3	NO	NO	3		
Germanic Languages & Literatures	2	1	50.0	0	0.0	NO	YES		2.1	2.1
History	4	1	25.0	0	0.0	NO	YES	7		7.5
Journalism	3	1	33.3	0	0.0	YES	YES	2	49.0	10.0
Judaic & Near Eastern Studies	4	2	50.0	0	0.0	NO	YES	1		8.2
Linguistics	1	0	0.0	0	0.0	YES	YES	3	52.6	12.8
Music & Dance	18	8	44.4	3	16.7	NO	NO	9		

NOTE: Workforce as of 3/31/94. Annual Percentage Goals are displayed for underutilized job groups.

\* Continuing Education appointments are short-term in nature.

Table 10 (Cont.)

Faculty Utilization, Expected Hires, and Annual Percentage Goal  
by Department/Program Within University Job Group  
1994 - 1995

2.2 Other Faculty	Total #	Female #	Female %	Minority #	Minority %	Underutilized		Expected Hires	Annual Percentage Goal (%)	
						Fem	Min		Fem	Min
Spanish & Portuguese	1	1	100.0	1	100.0	NO	NO	2		
Theater	2	1	50.0	0	0.0	NO	YES	2		5.5
College of Natural Sciences & Math	61	18	29.5	5	8.2					
Dean's Ofc., NS&M	1	1	100.0	0	0.0	NO	YES			16.4
Biochem. & Molecular Bio.	6	1	16.7	0	0.0	YES	YES	4	33.6	9.7
Biology	11	5	45.5	0	0.0	NO	YES	5		11.7
Chemistry	9	3	33.3	3	33.3	NO	NO	9		
Computer Science	12	4	33.3	1	8.3	NO	YES	10		18.2
Geology & Geography	3	0	0.0	0	0.0	YES	YES	4	18.9	6.9
Mathematics & Stats.	8	3	37.5	0	0.0	NO	YES	5		10.7
Microbiology	1	0	0.0	0	0.0	YES	YES	1	37.4	9.6
Physics and Astronomy	6	1	16.7	1	16.7	NO	NO	2		
Polymer Science & Engineering	3	0	0.0	0	0.0	YES	YES	5	16.2	23.3
Scientific Reasoning Rsrch. Inst.	1	0	0.0	0	0.0	YES	YES		39.2	16.4
College of Social & Behavioral Sciences	33	19	57.6	2	6.1					
Dean's Ofc., S&BS	1	1	100.0	0	0.0	NO	YES			16.4
Anthropology	3	2	66.7	0	0.0	NO	YES	4		7.3
Communication	2	1	50.0	0	0.0	NO	YES	2		8.9
Economics	3	0	0.0	0	0.0	YES	YES	6	17.5	10.8
Labor Relations Research Center	4	2	50.0	0	0.0	NO	YES	3		10.7
Legal Studies	3	2	66.7	0	0.0	NO	YES	4		9.0
Political Science	3	2	66.7	0	0.0	NO	YES	6		12.8
Psychology	9	5	55.6	0	0.0	NO	YES	6		8.6
Sociology	3	3	100.0	0	0.0	NO	YES	2		12.4
S. T. P. E. C.	2	1	50.0	2	100.0	NO	NO	4		
School of Management	17	5	29.4	0	0.0					
Dean's Ofc., SOM	2	1	50.0	0	0.0	NO	YES	1		16.4
Accounting & Info. Systems	4	0	0.0	0	0.0	YES	YES	3	31.9	9.3
Finance & Operations Mgmt.	3	1	33.3	0	0.0	NO	YES			18.5
Management	6	3	50.0	0	0.0	NO	YES	7		9.6
Marketing	2	0	0.0	0	0.0	YES	YES		33.1	11.9

**NOTE:** Workforce as of 3/31/94. Annual percentage goals are displayed for underutilized job groups.



Table 10 (Cont.)

**Faculty Utilization, Expected Hires, and Annual Percentage Goal  
by Department/Program Within University Job Group  
1994 - 1995**

2.2 Other Faculty	Total #	Female #	Female %	Minority #	Minority %	Underutilized		Expected Hires	Annual Percentage Goal (%)	
						Fem	Min		Fem	Min
College of Engineering	9	1	11.1	0	0.0					
Dean's Ofc., Engin.	1	1	100.0	0	0.0	NO	YES			16.4
Chemical Engineering	3	0	0.0	0	0.0	YES	YES	1	21.4	15.1
Electrical and Computer Engin.	2	0	0.0	0	0.0	YES	YES	2	4.7	21.7
Mechanical Engineering	3	0	0.0	0	0.0	YES	YES	1	4.3	20.9
School of Public Health & Health Sci.	7	4	57.1	0	0.0					
Communication Disorders	1	1	100.0	0	0.0	NO	YES	2		7.8
Public Health	6	3	50.0	0	0.0	YES	YES	1	64.2	15.4
School of Nursing	16	16	100.0	0	0.0	NO	YES	6		6.8
School of Education	13	7	53.8	0	0.0			16		
Dean's Ofc., Sch. of Ed.	3	0	0.0	0	0.0	YES	YES		39.2	16.4
Educ. Policy, Res., & Admin.	3	0	0.0	0	0.0	YES	YES		48.3	14.0
Student Development	3	3	100.0	0	0.0	NO	YES			14.0
Teacher Education	4	4	100.0	0	0.0	NO	YES			14.0
College of Food & Nat. Resources	39	10	25.6	2	5.1					
Dean's Ofc., CF&NR	3	0	0.0	1	33.3	YES	NO	2	39.2	
Consumer Studies	3	1	33.3	0	0.0	YES	YES	1	54.3	10.7
Entomology	1	0	0.0	0	0.0	YES	YES	1	30.7	7.8
Food Science	3	0	0.0	0	0.0	YES	YES		26.8	10.9
Forestry & Wildlife Mgmt.	3	0	0.0	0	0.0	YES	YES	4	14.4	8.2
H. R. T. A.	10	5	50.0	1	10.0	NO	NO	7		
Landscape Arch. & Reg. Plng.	5	0	0.0	0	0.0	YES	YES	10	27.4	13.4
Plant & Soil Sciences	3	1	33.3	0	0.0	NO	YES	4		7.4
Sports Studies	3	1	33.3	0	0.0	NO	YES	4		14.1
Veterinary & Animal Sciences	5	2	40.0	0	0.0	NO	YES	1		9.5
Research & Graduate Studies	1	0	0.0	0	0.0					
Animal Care Office	1	0	0.0	0	0.0	YES	YES		39.2	16.4

**NOTE:** Workforce as of 3/31/94. Annual percentage goals are displayed for underutilized job groups. Placements include New Hires, Promotions, and Transfers.

## Prior Year Goal Accomplishment

Accomplishment of prior year goals is generally assessed by observing the current workforce representation of protected group members in job groups which had been underutilized for women or minorities in the previous year. When the representation of protected group members equals or exceeds 80% of the availability estimate, the job group is no longer underutilized, and the goal has been achieved. Additionally, a prior year annual percentage goal for the hiring of women or minorities can be met when placements into the job group for the one year review period have met the corresponding availability estimate.

Affirmative action goals were met in many faculty areas. For tenure system faculty, the departments of Civil & Environmental Engineering, Finance & Operations Management, and Political Science are no longer underutilized for women. The newly formed department of Student Development & Pupil Personnel Services within the School of Education is utilized for women faculty. Additionally, the departments of Anthropology, Communication, Psychology, and Sociology met their annual hiring goals for women faculty although they are still underutilized in this area. The departments of Civil & Environmental Engineering, Forestry & Wildlife, Sociology, and Theater are no longer underutilized for minorities. Additionally, the department of Sociology met its annual hiring goal for minority faculty, although it is still underutilized in this area.

Several departments accomplished affirmative action goals for both women and minority faculty during 1993-94. Of special note is the department of Civil & Environmental Engineering, which was underutilized for both women and minority faculty in 1993, and is now utilized for both in 1994. Additionally, the department of Psychology met its annual hiring goal for both women and minority faculty, although it remains underutilized for both groups. The Sociology department met its annual hiring goal for both women and minority faculty, and is now utilized for minority faculty.

Among the non-tenure track faculty, the departments of Anthropology, Art, Biology, Finance & Operations Management, History, Legal Studies, Mathematics & Statistics, Physics & Astronomy, and the Dean's Office in the College of Engineering are now utilized for women faculty. The French & Italian department, the S.T.P.E.C. program, and the Dean's Office in Food & Natural Resources are now utilized for minority faculty.

Affirmative action goals were achieved in a number of areas among the professional and classified staff. In the EAM category, minorities are now utilized in EAM A, and women are now utilized in EAM B. Minorities are now utilized in the Professional, Administrative staff. In the secretarial/clerical area, minorities are now utilized in Duplicating/Mail Clerks and Sales Clerks. In the technical/paraprofessional area, Other Technicians is no longer underutilized for women. In the skilled crafts area, the job groups Constructions Trades, Non-Supervisory, and Metal Workers are no longer underutilized for minorities.

Please also refer to the Employment Practices section (p. 43) which documents the University's good faith efforts to achieve affirmative action goals through placement activity.

## EMPLOYMENT PRACTICES

A summary of employment practices including hiring, promotion and transfer, and termination follows for four employee types: executive/administrative/managerial (EAM), faculty, professional/non-faculty, and classified staff.

### Hires

EAM and professional/non-faculty hires are normally made using a search committee and public announcement, including paid advertising, in the appropriate recruitment area. The decision to recruit campus-wide, locally, regionally, or nationally, depends on such factors as job title and salary range, advertising budget, and availability of an appropriate pool of qualified applicants. The AA/EO Office approves waivers of the normal search process on a case-by-case basis, based on departmental need, length of appointment, union guidelines, and affirmative action considerations. Waivers of the search process for faculty appointments are generally granted for appointments necessitated by immediate demands due to over-enrollment, faculty exchanges, visiting faculty appointments, and part-time and temporary appointments. Refer to Search Procedures: Faculty & Professional Staff.

Between 4/1/93 and 3/31/94, 122 full-time EAM and professional/non-faculty positions were filled by searches; women filled 53 of these positions (43%), and 29 positions (24%) were filled by minority group members. Please refer to Table 11, Number and Characteristics of EAM and Professional/Non-Faculty Hires, By University Job Group, 1993-1994. Four part-time positions were filled by search; 4 non-minority women were appointed.

Table 11

**Number and Characteristics of EAM and Professional/Non-Faculty  
Hires by University Job Group  
1993 - 1994**

Job Group	Tot	Full-Time						Part-Time					
		Search			Waiver			Search			Waiver		
		Fem	Min	Tot	Fem	Min	Tot	Fem	Min	Tot	Fem	Min	Tot
1.1 EAM A	*0	-	-	1	1	1	0	-	-	0	-	-	-
1.2 EAM B	2	1	0	0	-	-	0	-	-	0	-	-	-
1.3 EAM C	2	0	1	0	-	-	0	-	-	0	-	-	-
1.4 EAM D	4	1	3	1	1	0	0	-	-	0	-	-	-
3.1 Administrative	28	17	6	6	4	1	0	-	-	2	1	0	-
3.2 Education/Training	30	16	10	20	6	8	0	-	-	33	27	4	-
3.3 Institutional Rel.	12	5	0	2	1	0	2	2	0	4	3	0	-
3.4 Library	1	0	0	1	0	0	0	-	-	0	-	-	-
3.5 Research/Post-Doct.	9	2	6	66	18	22	0	-	-	15	2	9	-
3.6 Patient Care-A	2	0	0	0	-	-	0	-	-	2	2	0	-
3.7 Technical	30	10	3	15	2	2	2	2	0	1	1	0	-
3.8 Other	0	-	-	7	5	2	0	-	-	6	3	0	-
3.9 Patient Care-B	2	1	0	2	2	0	0	-	-	0	-	-	-
<b>TOTAL</b>	<b>122</b>	<b>53</b>	<b>29</b>	<b>121</b>	<b>40</b>	<b>36</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>63</b>	<b>39</b>	<b>13</b>	

\* Does not include the search for the Chancellor as it was conducted by the President's Office

Source: AA & EO Search & Waiver Database.



A total of 121 full-time positions were filled by a search waiver; 40 of these were obtained for female candidates (33%), and 36 (30%) were obtained for minority candidates. A total of 63 part-time positions were filled by a waiver of search; 39 women were hired (62%) and 13 minorities (21%).

Information on faculty hiring activity is presented in Table 12, Number and Characteristics of Faculty Hires, By School or College, 1993 - 1994. Faculty hiring activity was greatly increased as compared to the recent past, with a record number of minority faculty and a very substantial number of women faculty hired for academic year 1993-94. From 4/1/93 - 3/31/94, a total of 90 faculty positions were searched; 83 were full-time positions and seven were part-time. In 32 of the 90 searches (36%), a woman was appointed; fifteen minority group members were appointed. Thirteen Special Opportunity Fund (SOF) appointments were made in academic year 1993-94; seven minority males and six minority females were hired into tenure-track positions.

A total of 35 full-time and 169 part-time faculty appointments were made using a waiver of search, 4/1/93 - 3/31/94. Women were appointed to 13 of the 35 full-time positions (37%), and 80 of the 169 part-time positions (47%) filled through the waiver process. Minorities were appointed to 2 of the 35 full-time positions (6%), and 21 of the 169 part-time positions (12%) filled by waiver of search.

**Table 12**  
**Number and Characteristics of Faculty Hires**  
**by School or College**  
**1993 - 1994**

School or College	Search			Full-Time Waiver			SOF			Part-Time Search			Part-Time Waiver		
	Tot	Fem	Min	Tot	Fem	Min	Tot	Fem	Min	Tot	Fem	Min	Tot	Fem	Min
Humanities & Fine Arts	12	3	5	11	6	1	2	0	2	0	-	-	46	23	7
Natural Science & Math	22	6	2	10	2	0	2	0	1	0	-	-	25	14	6
Social & Behavioral Sci.	16	9	1	2	2	0	5	4	5	3	3	0	30	16	4
School of Education	3	2	0	0	-	-	2	1	1	0	-	-	16	9	1
College of Engineering	6	1	3	3	0	0	1	1	1	0	-	-	7	1	3
Food & Natural Res.	15	2	2	3	0	1	1	0	1	0	-	-	34	11	0
School of Management	4	1	1	1	0	0	0	-	-	0	-	-	6	2	0
School of Nursing	0	-	-	2	2	0	0	-	-	4	4	0	1	1	0
School of Public Health	4	1	1	1	0	0	*2	0	*2	0	-	-	3	2	0
Other	1	0	0	2	1	0	0	-	-	0	-	-	1	1	0
<b>TOTAL</b>	<b>83</b>	<b>25</b>	<b>15</b>	<b>35</b>	<b>13</b>	<b>2</b>	<b>*13</b>	<b>6</b>	<b>*13</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>169</b>	<b>80</b>	<b>21</b>

(SOF) Special Opportunity Fund appointment

\* Includes one position filled through the search process.

Source: AA & EO Search & Waiver Databases.

The Employment Office, a department within Human Resources, accepts applications from current classified employees and off-campus applicants, administers qualifying tests, and processes all notices of position vacancies, including producing and distributing the "yellow sheet" for on-campus position announcements, and the "buff sheet" for off-campus recruitment in accordance with the collective bargaining agreements covering those employees. For off-

campus applicants, the Employment Office forwards rosters of qualified applicants to the hiring official; the rosters are determined by a computerized matching of the requisite skills for the position as identified by the hiring official and applicant qualifications as self-identified by the applicants. On-campus applicants are referred according to union guidelines.

Collective bargaining agreements require that qualified internal applicants must be considered before applications from external persons are evaluated, unless the specific position is underutilized and targeted by the AA/EO Office for special consideration of qualified protected group applicants. When a position is targeted, applicant flow is altered so that applications from protected group members are considered before those of non-protected group applicants.

The AA/EO Office targeted 112 classified vacancies in underrepresented job groups between 4/1/93 and 3/31/94. Out of these 112 vacancies, 9 searches were canceled and 20 positions were still unfilled at the time of this report. 16 (19%) of the remaining 83 positions were successfully filled by a protected group member. Four minority males and 12 minority females were hired as a result of this selection process.

Table 13, Hire Rate and Determination of Adverse Impact, By Gender and Minority Status Within University Job group, 1993 - 1994 (p. 46) examines the selection rate for women and minorities among searches conducted for full-time positions. This table displays the total number of hires made, the total hire rate (number of applicants selected/total number of applicants), gender-specific hire rates, determination of adverse impact, (male rate vs. female rate), the non-minority hire rate, the minority hire rate, and determination of adverse impact (non-minority rate vs. minority rate). Evidence of adverse impact occurs when the protected class hire rate is less than 80% of the non-protected class hire rate. However, differences in selection rate may not constitute adverse impact where the differences are based on small numbers and are not statistically significant, or where special recruiting or other programs cause the pool of minority or female candidates to be atypical of the normal pool of applicants from that group (CFR 60-3.4 (D)). Therefore, in job groups where there was evidence of adverse impact, the shortfall between the actual number of female or minority hires and the expected number of these hires (based on the applicant pool composition) was calculated. For job groups where the shortfall was less than one-person, this was noted as such on Table 13.

Between 4/1/93 and 3/31/94, 346 persons were hired into full-time non-faculty positions filled through the search process. Hires were made into 19 of 25 classified job groups in EEO-6 categories 4-7. In 17 of the 19 job groups where hiring occurred, more internal candidates were selected than external candidates. Thus, the potential to increase gender and racial diversity in the total workforce was limited by the internal promotion and transfer activity. Of the 224 total classified hires made, 66 were new hires to the workforce, including 21 new hires in Secretaries/Clerks/Typists (4.2) and 19 new hires in Cleaning & Building Services (7.2).

An analysis of gender-specific hire rates revealed that females were hired at a rate less than 80% of the male rate in 12 job groups; this difference met or exceeded a one-person shortfall in five job groups: Other Faculty (2.2), Institutional Relations (3.3), Patient Care-A (3.6), Administrative Support (4.1), and Science Technicians (5.1). Minorities were hired at a rate less than 80% of the non-minority hiring rate in eleven job groups. However, in only one job group (Other Faculty), did this difference meet or exceed a one-person shortfall.

Information on applicant pool representation of females and minorities in non-faculty job groups is presented in Table 14, Applicant Pool Representation and Availability Estimates of Females and Minorities for Non-Faculty Job Groups, 1993 - 1994 (p. 47). An applicant pool analysis revealed that the representation of women in the pools equalled or exceeded availability estimates in eight of the 31 job groups in which searches for full-time positions were conducted. Representation of minority group applicants in the pools equalled or exceeded the availability estimates in 11 of the 31 job groups.



Table 13

**Hire Rate and Determination of Adverse Impact  
by Gender and Minority Status Within University Job Group  
1993 - 1994**

Job Group		Total #Hires	Total Rate(%)	Male Rate(%)	Female Rate(%)	Adverse Impact	Non- Minority Rate(%)	Minority Rate(%)	Adverse Impact
1.1	EAM A	*0	-	-	-		-	-	
1.2	EAM B	2	2.7	1.4	50.0		3.0	0.0	+
1.3	EAM C	2	1.7	1.8	0.0	+	0.9	12.5	
1.4	EAM D	4	2.2	2.4	1.8	+	0.6	11.5	
2.1	Regular Faculty	64	1.5	1.5	2.1		1.6	1.8	
2.2	Other Faculty	14	3.0	4.0	2.3	YES	3.7	1.2	YES
3.1	Administrative	28	5.6	4.1	7.3		4.9	12.0	
3.2	Education/Training	30	3.5	3.3	3.8		2.7	8.8	
3.3	Institutional Relations	12	2.7	3.1	2.2	YES	2.7	0.0	+
3.4	Library	1	5.3	14.3	0.0	+	5.3	0.0	**
3.5	Research/Post-Doc.	9	5.1	5.3	4.4		2.6	9.8	
3.6	Patient Care-A	2	11.1	66.7	0.0	YES	11.1	0.0	**
3.7	Technical	30	6.5	5.7	9.2		6.3	8.3	
3.8	Other Profess. Non-Faculty	0	-	-	-		-	-	
3.9	Patient Care-B	2	5.9	0.0	7.9		4.1	50.0	
4.1	Administrative Support	15	1.6	5.2	1.2	YES	1.2	11.1	
4.2	Secretary/Clerk/Typist	89	2.2	2.2	2.2		2.0	4.3	
4.3	Computer Equip. Oper.	8	2.7	1.7	3.2		3.0	0.0	+
4.4	Financial Records Clerks	8	6.8	0.0	6.9		6.3	0.0	+
4.5	Duplicating, Mail Clerks	1	20.0	33.3	0.0	+	0.0	20.0	
4.6	Communic. Equip. Oper.	1	10.0	0.0	11.1		12.5	0.0	+
4.7	Sales	2	3.6	0.0	2.6		2.0	0.0	+
5.1	Science Technicians	15	6.2	8.3	4.7	YES	5.8	8.9	
5.2	Computer Technicians	0	-	-	-		-	-	
5.3	Engineering & Related	0	-	-	-		-	-	
5.4	Other Technicians	0	-	-	-		-	-	
5.5	Science Paraprofess.	1	3.8	0.0	5.9		3.8	0.0	**
5.6	Business & Related	1	1.4	4.8	0.0	+	1.7	0.0	+
5.7	Health Services	1	6.7	0.0	11.1		8.3	0.0	+
5.8	Protective Services	10	6.3	5.6	14.3		3.7	21.4	
6.1	Mechanics & Repairers	3	8.3	9.1	0.0	+	8.8	0.0	+
6.2	Const. Trades, Superv.	0	-	-	-		-	-	
6.3	Const. Trades, Non-Sup.	4	15.3	16.7	12.5	+	17.4	0.0	+
6.4	Metal Workers	0	-	-	-		-	-	
6.5	Plant & Syst. Oper.	2	25.0	25.0	0.0	**	25.0	0.0	**
7.1	Food Prep. & Service	5	14.3	13.0	18.2		13.8	20.0	
7.2	Cleaning & Bldg Service	47	2.3	2.0	3.1		2.0	4.1	
7.3	Motor Vehicle Oper.	0	-	-	-		-	-	
7.4	Farming & Forestry	1	50.0	50.0	0.0	**	50.0	0.0	**
7.5	Guards, Institutional	10	3.8	3.1	11.5		3.4	5.7	

**NOTE:** Includes all full-time positions filled through search process. Evidence of adverse impact occurs when the protected class hire rate is less than 80% of the non-protected class hire rate. Hire rate is based on number of hires compared to number of applicants for each job group.

Source: AA & EO Search Database, Applicant Tracking System.

+ Actual vs. expected number of hires (based on applicant pool composition) represents less than a one-person shortfall.

\* Does not include the search for the Chancellor as it was conducted by the President's Office.

\*\* No protected category applicants.



Table 14

**Applicant Pool Representation and Availability Estimates  
of Females and Minorities For Non-Faculty Job Groups  
1993 - 1994**

Job Group	Female		Minority	
	Pool %	Availability %	Pool %	Availability %
1.1 EAM A+	-	-	-	-
1.2 EAM B	2.7	22.1	10.8	12.8
1.3 EAM C	6.0	48.8	6.8	16.0
1.4 EAM D	31.3	42.1	14.5	19.7
3.1 Administrative	46.5	57.5	10.0	11.2
3.2 Education/Training	49.5	53.6	13.4	15.0
3.3 Institutional Relations	50.7	51.3	3.1	10.7
3.4 Library	63.2	70.9	0.0	3.4
3.5 Research/Post-Doctorates	25.3	29.5	34.3	11.4
3.6 Patient Care-A	83.3	80.2	0.0	14.9
3.7 Technical	23.5	36.5	7.8	11.7
3.8 Other*	-	-	-	-
3.9 Patient Care-B	74.5	60.9	3.9	12.6
4.1 Administrative Support	89.1	82.1	2.9	10.1
4.2 Secretaries/Clerks/Typists	85.6	88.3	5.7	8.4
4.3 Computer Equipment Operators	75.5	80.6	5.8	8.0
4.4 Financial Records Clerks	85.6	90.7	5.1	5.2
4.5 Duplicating/Mail Clerks	40.0	54.8	100.0	5.5
4.6 Communication Equipment Oper.	90.0	84.4	20.0	8.5
4.7 Sales Clerks	69.7	43.1	5.4	8.6
5.1 Science Technicians	53.5	36.9	18.7	10.0
5.2 Computer Technicians*	-	-	-	-
5.3 Engineering Technicians*	-	-	-	-
5.4 Other Technicians*	-	-	-	-
5.5 Science Paraprofessionals	65.4	91.5	0.0	3.8
5.6 Business Paraprofessionals	58.0	86.4	4.4	3.4
5.7 Health Paraprofessionals	60.0	86.9	13.3	18.0
5.8 Protective Services	6.1	13.7	13.3	12.3
6.1 Mechanics & Repairers	2.8	9.2	5.6	7.4
6.2 Construction Trades, Superv.*	-	-	-	-
6.3 Construction Trades, Non-Sup.	30.8	7.3	11.5	5.0
6.4 Metal Workers*	-	-	-	-
6.5 Plant & System Operators	0.0	20.0	0.0	9.9
7.1 Food Preparation & Service	31.4	55.3	14.3	17.4
7.2 Cleaning & Building Service	25.2	28.2	14.5	12.7
7.3 Motor Vehicle Operators*	-	-	-	-
7.4 Farming & Forestry	0.0	29.9	0.0	11.6
7.5 Guards, Institutional	9.8	26.8	20.0	13.7

NOTE: Includes full-time positions filled through search process.

+ Does not include the search for the Chancellor as it was conducted by the President's Office.

\* No hires occurred

& Applicant pool atypical due to the use of targeting procedures

## Promotions and Transfers

Each semester, the Office of Institutional Research and Planning reports to the University on the status of faculty employment using files from the Human Resources Management Information System (HRMIS). The Fall 1993 Faculty Positions Report indicated that there were 158 faculty on tenure track including 73 females and 48 minority group members. During 1993-94, a total of 22 faculty were reviewed for tenure (see Section 4.9 of the Academic Personnel Policy, Doc. T76-081 for a discussion of eligibility requirements). Tenure decision outcomes were as follows:

### Tenure Decisions 1993-94

	<u>TOTAL</u>	<u>FEMALE</u>	<u>MINORITY</u>
Positive	21	10	5
Negative	1	0	0
<b>TOTAL</b>	<b>22</b>	<b>10</b>	<b>5</b>

Of the 21 faculty who received tenure, ten were women (48%) and five were minority group members (24%). The single negative tenure decision affected a non-minority male faculty member. Three tenure decisions concerned newly appointed faculty members.

As of Fall 1993, there were 85 female full professors and 68 minority group members who were full professors among the permanent faculty. Promotion in rank decisions were made for 31 faculty members during academic year 93-94. Criteria for determining eligibility for promotion to the next faculty rank are contained in Section 4.6 of the Academic Personnel Policy, Doc. T76-081. Of the 31 faculty who were promoted in rank, 12 were women (39%) and six were minority group members (19%).

Summary statistics for promotions and transfers among non-faculty employees are contained in Table 15, Promotions and Transfers in Non-Faculty Job Groups, Number, Selection of Protected Group Members, and Adverse Impact, 1993-1994 (p. 49). This information is derived from the historical employee job movement monitoring data available on HRMIS and downloaded to CAAMS. Between 4/1/93 and 3/31/94, there were a total of 429 promotions and transfers among non-faculty employees. 334 of the 429 promotions and transfers took place among the classified staff (78%); another 91 occurred among professional staff (21%), and four (1%) occurred in the executive, administrative, managerial (EAM) category.

For EAM and professional staff, a promotion is defined as a bona fide change in duties and responsibilities which constitutes an advancement to a job with greater duties and responsibilities. For positions which fall under the Salary Administration Program, an increase in position level is requisite to a promotion. A transfer occurs when there is a change in primary department affiliation without a change in job title, or when there is a move from one job to another with equivalent duties and responsibilities. For classified staff, a promotion is defined as an appointment to a position of a higher job grade or to a professional position. A transfer is defined as a change in job title without a change in job grade or a change in primary departmental affiliation without a change in job title.

Table 15

**Promotions and Transfers in Non-Faculty Job Groups  
Number, Selection of Protected Group Members, and Adverse Impact  
1993 - 1994**

Job Group	Total #	Female %	Female Avail %	Adverse Impact	Minority %	Minority Avail %	Adverse Impact
1.1 EAM A	0	-	-		-	-	
1.2 EAM B	2	50.0	22.1		0.0	12.8	+
1.3 EAM C	1	100.0	79.3		0.0	1.9	+
1.4 EAM D	1	100.0	41.2		0.0	25.5	+
3.1 Administrative	31	61.3	65.5		9.7	10.5	
3.2 Education/Training	16	62.5	62.6		18.8	16.1	
3.3 Institutional Relations	5	60.0	63.4		20.0	12.9	
3.4 Library	8	50.0	70.2	YES	0.0	2.0	+
3.5 Research/Post-Doctorates	2	50.0	36.4		50.0	30.0	
3.6 Patient Care-A	4	100.0	89.7		25.0	14.5	
3.7 Technical	18	50.0	44.2		5.6	8.0	+
3.8 Other Professionals	6	66.7	63.5		33.3	11.0	
3.9 Patient Care-B	1	0.0	63.8	+	0.0	8.6	+
4.1 Administrative Support	19	94.7	84.0		10.5	6.2	
4.2 Sec./Clerks/Typists	80	93.8	91.3		6.3	5.3	
4.3 Computer Equip. Oper.	6	100.0	94.1		0.0	5.3	+
4.4 Financial Records Clerk	13	92.3	93.9		0.0	5.0	+
4.5 Dup./Mail Clerks	2	50.0	54.2		50.0	6.2	
4.6 Communic. Equip. Oper.	1	100.0	94.1		0.0	5.3	+
4.7 Sales	5	80.0	41.9		0.0	7.0	+
5.1 Science Technicians	10	30.0	38.0	+	0.0	6.8	+
5.2 Computer Technicians	0	-	-		-	-	
5.3 Engineering & Related	0	-	-		-	-	
5.4 Other Technicians	2	0.0	3.9	+	0.0	1.7	+
5.5 Science Paraprofess.	2	100.0	92.6		0.0	3.5	+
5.6 Business & Related	1	100.0	91.1		0.0	1.8	+
5.7 Health Services	3	100.0	93.5		33.3	14.2	
5.8 Protective Services	3	0.0	22.4	+	0.0	13.8	+
6.1 Mechanics & Repairers	3	0.0	11.0	+	0.0	9.5	+
6.2 Const. Trades, Superv.	2	0.0	3.1	+	0.0	2.8	+
6.3 Const. Trades, Non-Sup.	6	16.7	7.4		16.7	4.8	
6.4 Metal Workers	0	-	-		-	-	
6.5 Plant & System Oper.	3	0.0	19.6	+	0.0	9.7	+
7.1 Food Prep. & Service	86	51.2	55.7		26.7	17.4	
7.2 Cleaning & Bldg Service	82	23.2	29.8	YES	14.6	11.7	
7.3 Motor Vehicle Operators	0	-	-		-	-	
7.4 Farming & Forestry	1	0.0	29.5	+	0.0	11.6	+
7.5 Guards, Institutional	4	75.0	29.5		25.0	11.5	

**NOTE:** Evidence of adverse impact in promotions and transfers occurs when the representation of protected class members falls below 80% of the availability estimate. Availability estimates are based on the composition of feeder job groups within the University. Promotion/transfer rate is based on number of promotions and transfers into and within each job group. Source: CAAMS.

+ Not significant based on one-person shortfall test.



Evidence of adverse impact in promotions and transfers occurs when the representation of protected class members falls below 80% of the availability estimate. Job group availability estimates are based on the composition of the feeder job groups within the university. For women, there was evidence of adverse impact for promotions and transfers in ten job groups. For eight of these job groups, the difference was not significant based on the one-person shortfall test. In both Library and Cleaning & Building Services, the difference was significant based on the one-person shortfall test. For minorities, there was evidence of adverse impact in promotion and transfer in 19 job groups; however, none of these were significant based on the one-person shortfall test.

### Terminations

Terminations from the workforce including voluntary resignations and involuntary separations, between 4/1/93 and 3/31/94, were analyzed by job group across the campus. Table 16, Termination Rate and Determination of Adverse Impact, By Gender and Minority Status Within University Job Group, 1993 - 1994 (p. 51), reports the termination rate for women and minorities. The job group termination rate is calculated by identifying the job group total at the beginning of the period, adding the new hires into the job group during the period, then dividing the number of terminations from the job group during the period by the job group total at the end of the period. For termination activity, evidence of adverse impact occurs when the non-protected class termination rate is less than 80% of the protected class termination rate. However, differences in termination rate may not constitute adverse impact where the differences are based on small numbers and are not statistically significant.

An analysis of gender-specific termination rates revealed that males terminated at a rate less than 80% of the female rate in ten job groups; however, only in three job groups was the difference significant based on the one-person shortfall test. These job groups were Regular Faculty, Patient Care-B and Science Technicians. Non-minorities terminated at a rate less than 80% of the minority rate in ten job groups; this difference equalled a one-person shortfall or greater in seven job groups: Regular Faculty, Administrative, Education/Training, Administrative Support, Secretaries/Clerks/Typists, Science Technicians, Health Services and Protective Services.

An analysis of the reason for termination in job groups where there was evidence of adverse impact revealed that the great majority of terminations were voluntary, or due to completion of contract. Involuntary terminations of protected category employees occurred in one of these job groups (Science Technicians). Two female employees were laid off due to lack of funding.

Table 16

**Termination Rate and Determination of Adverse Impact  
by Gender and Minority Status Within University Job Group  
1993 - 1994**

Job Group	Total #	Total Rate (%)	Male Rate (%)	Female Rate(%)	Adverse Impact	Non-		Adverse Impact
						Minority Rate (%)	Minority Rate (%)	
1.1 EAM A	0							
1.2 EAM B	1	4.0	0.0	14.3		4.8	0.0	
1.3 EAM C	4	10.8	17.4	0.0		12.1	0.0	
1.4 EAM D	4	7.3	6.1	9.1	+	9.1	0.0	
2.1 Regular Faculty	53	4.5	4.2	5.7	YES	4.3	5.9	YES
2.2 Other Faculty	309	56.2	53.1	59.7		54.9	67.9	
3.1 Administrative	20	5.9	7.5	4.8		5.5	9.7	YES
3.2 Education/Training	68	17.3	15.2	18.4		16.8	20.0	
3.3 Institutional Relations	7	7.7	7.7	7.7		8.0	0.0	
3.4 Library	3	5.8	5.0	6.3		5.8	0.0	
3.5 Research/Post-Doctorate	41	26.6	29.0	21.3		27.5	24.4	
3.6 Patient Care-A	2	3.6	0.0	4.4	+	3.6	0.0	
3.7 Technical	38	10.8	12.7	7.3		11.1	7.4	
3.8 Other Professionals	7	14.0	15.0	13.3		12.8	18.2	+
3.9 Patient Care-B	9	19.6	5.9	27.6	YES	20.0	16.7	
4.1 Administrative Support	84	26.5	43.2	19.4		20.3	58.8	YES
4.2 Sec./Clerks/Typists	60	6.7	8.5	6.6		6.3	14.0	YES
4.3 Computer Equip. Oper.	3	5.1	0.0	5.8	+	5.4	0.0	
4.4 Financial Records Clerk	5	6.8	28.6	4.5		6.9	0.0	
4.5 Dup./Mail Clerks	1	3.6	5.6	0.0		3.6	0.0	
4.6 Communic. Equip. Oper.	1	5.9	0.0	6.7	+	0.0	33.3	+
4.7 Sales	2	4.0	7.4	0.0		4.3	0.0	
5.1 Science Technicians	17	8.5	7.0	11.3	YES	6.5	38.5	YES
5.2 Computer Technicians	2	10.5	15.4	0.0		11.1	0.0	
5.3 Engineering & Related	0	-	-	-		-	-	
5.4 Other Technicians	0	-	-	-		-	-	
5.5 Science Paraprofess.	0	-	-	-		-	-	
5.6 Business & Related	0	-	-	-		-	-	
5.7 Health Services	6	8.5	0.0	9.0	+	5.5	18.8	YES
5.8 Protective Services	2	3.2	1.9	11.1	+	1.8	14.3	YES
6.1 Mechanics & Repairers	6	8.5	8.7	0.0		7.2	50.0	+
6.2 Const. Trades, Superv.	0	-	-	-		-	-	
6.3 Const. Trades, Non-Sup.	5	2.3	2.3	0.0		2.4	0.0	
6.4 Metal Workers	0	-	-	-		-	-	
6.5 Plant & System Oper.	2	9.5	5.0	100.0	+	10.0	0.0	
7.1 Food Prep. & Service	13	3.7	4.8	2.8		4.2	1.5	
7.2 Cleaning & Bldg Service	58	8.4	9.4	6.1		9.0	4.6	
7.3 Motor Vehicle Operators	0	-	-	-		-	-	
7.4 Farming & Forestry	2	18.2	20.0	0.0		18.2	0.0	
7.5 Guards, Institutional	2	4.3	5.6	0.0		5.3	0.0	

**NOTE:** Evidence of adverse impact occurs when the non-protected class termination rate is less than 80% of the protected class termination rate. Termination rate is based on number of terminations compared number of incumbents in each job group.

+ Not significant based on one-person shortfall test





## IDENTIFICATION OF PROBLEM AREAS

### Effects of Fiscal Constraints

Although restrictions on personnel action had eased somewhat during FY '93 and FY '94 after a period of severe budgetary restraint, budgetary uncertainties continue to restrict personnel action. After an exceptional year for faculty hiring in 1993-94 during which 78 tenure system faculty were hired, including 26 women and a record number of 24 minorities, it is expected that a total of 26 tenure system faculty will be hired in academic year 1994-95. Progress towards achieving affirmative action goals, therefore, may be slowed by a decline in placement opportunities.

### Applicant Pools

Increased diversity in selection requires diversity in the pool of qualified applicants. An analysis of applicant pools for non-faculty searches revealed that the representation of females in the pools equalled or exceeded availability estimates in seven of 30 job groups in which searches for full-time positions were conducted. Representation of minority group applicants in the pools equalled or exceeded the availability estimates in ten of 30 job groups. Please refer to Table 14, p. 47. The diversity of on-campus applicant pools is limited by current workforce representation of protected group members. To ensure equal opportunity and promote affirmative action, the AA/EO Office reviews plans for the advertisement of all faculty and professional/non-faculty searches, and will provide information on recruitment resources upon request.

### Training Needs

The need for ongoing and expanded training for managers and supervisors has been identified by many constituents in the context of formal and informal meetings, a campus wide needs assessment survey and departmental focus group sessions. The re-establishment of the Training and Development Unit of Human Resources during the Spring '94 semester has been a very positive step toward addressing this need. The unit proceeded to develop and deliver a "Diversity Training Program for Campus Employees" in accordance with a proposal which received a Strategic Initiative Award. A central feature of this program was the development of a six week course for managers and supervisors which integrated supervisory skill development with diversity related themes.

The Affirmative Action Office, in conjunction with the Ombuds Office, continued to offer sexual harassment training on an ad hoc basis. Training sessions were offered to department heads and chairs with follow-up sessions conducted for their respective faculty. In addition, sessions were offered to staff in several administrative offices. During the upcoming academic year, additional sexual harassment training sessions will be offered campus-wide under the aegis of the Training and Development unit. Ad hoc training will, of course, continued to be offered as necessary.

### Title IX Compliance

In 1993, the Amherst campus completed a self-study on gender equity in athletics, from which a five year plan for Title IX compliance was developed. The self review addressed problem areas within the athletic department in relation to Title IX legislation, particularly the legislative area concerning the "Effective Accommodation of Student Interests and Abilities". The plan identifies a strategy to improve financial assistance for female student-athletes, and to work toward parity in benefits and opportunities in athletics for men and women.

## PROGRAMS TO ELIMINATE PROBLEMS & ATTAIN GOALS

### Hiring Procedures

The Professional Search Procedures, developed by the Affirmative Action & Equal Opportunity Office, outline recruitment activity for selecting qualified individuals for administrative, faculty and professional/non-faculty positions at the University. These procedures have been revised with a goal that hiring officials will identify the AA/EO Office as technical assistants and not as regulators in recruiting activity. The recruitment strategy proposed includes more interaction between the AA/EO Office, the hiring official, and the search committee at the beginning of the recruitment process to better insure creative and effective announcement of the position vacancy to generate more diverse pools of qualified applicants.

To assist with decisions regarding position advertisements, a recruitment resource manual was developed by the AA/EO Office which lists contacts for agencies and organizations who will advertise/announce position vacancies to female, minority and disabled constituents. This manual is available upon request through the AA/EO Office.

In order to provide greater access to qualified, protected category job applicants, the AA/EO Office subscribes to a vitae bank for faculty and other professional positions. Information on over 1,000 female and/or minority applicants is available through this service.

The Professional Search Procedures require notice to the AA/EO Office if the pool of qualified, bona fide applicants does not approximate availability and the hiring unit is underrepresented by protected group members. The hiring official or designee will accept the pool, identify additional activities to improve the pool, or may close the search. Such improved monitoring by the hiring official (or designee) may encourage more attention to the importance of widespread, creative recruitment.

In June 1981, the Amherst campus and the four unions for classified employees (AFSCME, USA/MTA/NEA, IBPO [A and B Units]) entered into contractual agreements which allowed for some deviation from the otherwise negotiated procedure for hiring and promoting employees. Under the contractual agreements, vacancies where protected categories are underrepresented in the job group can be targeted for special recruitment efforts. The targeting process has been included in collective bargaining agreements since its inception in 1981 until the present.

The process for filling a targeted position begins when a vacancy in an underutilized job group is identified by the AA/EO Office. A memorandum, with a copy to the Personnel Administrator and the specific bargaining unit, is then sent by the AA/EO Office to the department head designating the position as an Affirmative Action Target Position. The hiring authority must consult with the Employment Office to be advised on the specific procedures to follow in filling the position. The Employment Office has directed special attention to compliance with the requirement to complete the Applicant Profile Summary Sheet on which the hiring official documents the outcome for protected group and all off-campus applicants. In addition, the AA/EO Office requires a memorandum from the hiring authority stating the reason for rejection of protected class applicants for targeted positions.



## Special Opportunity Fund

During the fall semester 1985, the Chancellor and Executive Vice Chancellor, in collaboration with the Director of the Affirmative Action and Equal Opportunity Office, conceived and implemented the Special Opportunity Fund (SOF). This fund was established to redress imbalances of race, ethnic origin, and gender within the ranks of tenured and tenure-track faculty, to increase the range of pedagogical viewpoints, and to take advantage of the availability of outstanding academic figures who can contribute to the stature of the University. The SOF is not intended as a substitute for other vehicles of affirmative action already established; it is intended to enhance existing policy and practice. The number of positions available each year depends upon the status of retirements and budgets projected for that particular year. Typically, the Provost's Office provides one half of the salary and the deans provide the other half from school/college funds. Positions financed from the Fund become part of the regular base of the department and college so long as the appointee remains in the position. Effective through FY '94, the SOF has resulted in 52 faculty appointments. These include 23 Blacks, 15 Hispanics, four Asians, five Native Americans, and 32 women. Four SOF appointments are scheduled for academic year 1994-95. The four appointees include two Blacks (one male, one female), one male Hispanic, and one White female.

## Training and Development

The Training and Development Unit was re-established during the Spring 94 semester. The re-establishment of the unit coincides with the awarding of Strategic Initiative Funds FY 94 to develop and deliver a "Diversity Training Program for Campus Employees" and conforms with the federal mediation agreements negotiated in the wake of a racial assault of a resident assistant on the Amherst Campus. It seemed timely and appropriate to re-establish the unit and charge it with the responsibility of implementing a plan for which funds had been allocated. These funds contributed to the startup operation of a unit that will receive ongoing institutional support to develop and deliver diversity training programs for employees on the Amherst campus.

During the spring semester, the Training and Development Unit began to offer a range of workshops, seminars and short courses that would address diversity issues in both general and specific ways. The unit developed a program that was organized into three separate but interrelated components. The first part of the program consisted of a general introductory session on Valuing Diversity in the Workplace repeated 10 times. The purpose of this workshop was to attract a large audience with an introduction to diversity issues and an invitation to participate in other workshops and courses.

The second part of the program consisted of a series of workshops on various related topics such as Sexual Harassment, Survival Skills for People of Color, Managing a Diverse Workforce, Conflict Resolution and Communication Skills. A six week course on Management and Supervisory Skill Development for a Diverse Workforce constituted the third part of the program. This course was developed in recognition of the fact that few supervisors have the skills to deal with the changing composition of the workforce and that skill development for supervisors is a critical need on the campus. This program will continue to be an integral part of the Training and Development Unit with additional workshops and short courses planned for Fall 94.



The Labor Management Workplace Education Program, now a part of the Training and Development Unit, continued to give high priority to diversity initiatives in its classes, programs, and services both on and off campus. During the past year LMWPE conducted a diversity forum and discussion series for AFSCME leaders, provided workplace education classes for Latino and Asian workers on campus, and presented a workshop at the Strategies to Combat Racism Conference held for the five campuses in September. For the second consecutive year, LMWPE was awarded a Chancellor's Commission on Civility in Human Relations grant which this year will be utilized to develop a multicultural orientation film for new classified employees to be used initially in the context of union orientations.

### **Campus Efforts to Promote Diversity and Pluralism**

The breadth of campus efforts to promote diversity and pluralism are catalogued in Appendix I. This document was developed by the Chancellor's Office in response to a request for information by the Board of Trustees Committee on Personnel and Diversity. Efforts are divided into four categories: staff development, recruiting, program initiatives, and outreach. Summary information is provided on each program including: program name, description, longevity, funding, and affected audience. Dollar figures reflect FY '94 budget information.

## REPORTS FROM CHANCELLOR'S & VICE CHANCELLOR'S AREAS

The Associate Chancellor for Affirmative Action and Equal Opportunity invited the senior administrators to report on activities related to affirmative action during 1993-94, including recruitment and retention efforts for women and minority faculty, staff, and students, and to describe plans for 1994-95. Their responses follow:

### Chancellor's Area - Office of Human Relations

The primary goal of the Office of Human Relations (OHR) is to initiate institutional problem-solving aimed at creating a more civil, socially-just and increasingly multicultural campus. Office efforts concentrate upon improving institutional policies and procedures, increasing the responsiveness of campus offices and agencies to human relations issues, monitoring the human relations climate, and coordinating a broad range of educational and policy interventions.

OHR staff during this period included a full-time director, a full-time office manager, a part-time graduate student intern and three part-time undergraduate students. Highlights of office activity during the 1993-94 academic year include the following:

**Serving as staff to the Chancellor.** The director devoted approximately 50% of his effort to staff responsibilities for the Chancellor related to human relations issues. Activities included organizing meetings, preparing correspondence and statements, developing reports, coordinating administrative responses to issues and incidents, responding to information requests and media inquiries, and representing the campus at system-wide committees and task forces.

**Chancellor's Commission on Civility in Human Relations.** Serving as staff to the Commission and its several committees, OHR assisted in completion of the following tasks: coordinated the second year of a \$10,000 small grants program aimed at bringing diverse communities and constituencies together for joint programs to improve mutual respect and understanding of multicultural issues (ten awards made); continued advocacy for campus-wide and departmental training for teaching assistants; initiated efforts to utilize innovative communications approaches for furthering dialogue between Black and Jewish students; in the wake of discussions linking alcohol use to campus violence, refined and forwarded four undergraduate recommendations aimed at providing alcohol-free weekend alternatives (e.g., extended hours for library and athletic facilities, alcohol-free night club, on-campus video rentals); developed a proposal for an annual *Chancellor's Forum on Critical Issues*, an effort to create annual campus-wide educational programming featuring well-known speakers linked to academic programs; proposed a summer meeting of the many campus groups concerned with civility/multicultural/diversity issues to share information and clarify roles; met with several senior administrators and student government leaders to explore common agenda items and strategies for institutional change; assisted Vice Chancellor Conti in developing the Vincent Dethier Award for faculty service in the area of civility and assisted in the selection process for the first awards; provided advice to the Chancellor on several issues, including suggestions for improving strategic planning, responses to the campus visit of Louis Farrakhan and suggestions for improving Black/Jewish relations.



**Human Relations Council.** Comprised of representatives from each area of campus administration, this group of primarily executive area staff is convened by the director every two weeks throughout the academic year. Its major purpose is to share management-level information about human relations issues and incidents in order to develop coordinated and proactive campus responses prior to the crisis stage.

**Completion of a draft proposal for campus policies and procedures regarding free speech and harassment.** The director completed the work of an *ad hoc* committee which had begun to draft a proposal for a campus-wide free speech and harassment policy and grievance procedure. This proposal examines the current workings of sexual harassment policy and grievance procedures on the campus, makes some recommendations about their improvement and then utilizes a similar logic for constructing policies and grievance procedures for all other forms of harassment constituting illegal discrimination. This proposal is currently being reviewed by the administration with the hope that a final proposal can be submitted to governance groups in the fall.

**Administration of periodic undergraduate surveys regarding human relations issues.** The OHR director worked with Project Pulse staff at Student Affairs Research and Information Systems (SARIS) to develop a fourth administration of the survey of Gay, Lesbian and Bisexual (GLB) harassment experienced by undergraduates. Comparison of the initial results of this survey with a 1991 survey revealed little change in levels of harassment, but more positive undergraduate attitudes regarding GLB issues. In support of efforts to develop a campus policy regarding consensual sexual relations, OHR also commissioned a SARIS survey of undergraduate women regarding the extent of their consensual sexual relationships with other students, staff and faculty. A majority of undergraduate women support a policy which would prohibit faculty from entering into sexual relationships with their students. A parallel survey of graduate student women is planned for the fall.

**Evaluation of a pilot student-staffed hotline to provide information and referrals to victims of intimidation and harassment.** In an effort to increase the reporting rates for student victims of intimidation and harassment on the campus, the OHR director collaborated with the Dean of Students Office during 1993-94 to continue refining a pilot *Peer Assistance, Information and Referral Hotline* initially begun in the spring of 1993. Unfortunately, extensive publicity proved insufficient to encourage undergraduates to utilize this service. Based on this past year's experience, OHR and the Dean of Students Office will discontinue this program but will explore other more direct avenues for providing undergraduates with information regarding intimidation, harassment and possible avenues of response.

**Planning committee for the *Strategies for Combating Racism and Promoting Civility* conference sponsored by the President's Office.** The OHR director served on the workshop subcommittee and identified speakers for 21 of the 46 presentations. This conference was held on the Amherst campus on September 28-29, 1993, and drew together over 600 faculty, staff and students from the five University campuses to hear over 100 presenters. The *Proceedings* of this conference were reviewed by the planning committee and made available by the President's Office in June, 1994.

**Coordination of educational programs prior to the campus appearance of Louis Farrakhan.** In keeping with the campus tradition of preceding controversial speakers with ample opportunities for discussion and exploration of key issues, the OHR director coordinated efforts to invite faculty, staff and students to sponsor educational events and then published a list of



all educational programs in the week prior to the Farrakhan speech in campus newspapers.

**Public education efforts regarding hate crimes and the Massachusetts criminal civil rights statutes.** This past year the OHR director continued to serve on the Civil Rights Advisory Board of Northwestern District Attorney Elizabeth Scheibel. Key Board activities centered on hosting public forums and other meetings aimed at increasing awareness among secondary school teachers and administrators about the state's criminal civil rights statutes and other resources.

**Specific Projects for 1994-95:**

- Continue efforts to identify and change aspects of institutional culture and management style which are essential for creating a more civil, socially-just and multicultural campus;
- Continue to support initiatives to develop a semester-long campus orientation for first-year students which would introduce them to both the culture of the campus and its social justice concerns;
- Assist in the development and evaluation of innovative pilot programs to address specific issues of peer-to-peer harassment such as sexual harassment;
- Collaborate with SARIS in administering Project Pulse surveys regarding levels of student intolerance and in surveying female graduate students about the extent of consensual relations with faculty;
- Coordinate pilot collaboration between Academic Affairs and Student Affairs to re-establish residentially-based social justice education programs (e.g., regarding anti-Semitism, racism, etc.) for undergraduates;
- Continue to seek outside resources and broaden coalitions to assist Massachusetts high schools sending large numbers of graduates to the Amherst campus with their efforts to provide diversity education for teachers and develop courses which address issues of multicultural respect and disrespect;
- Work with others in the administration to finalize a formal policy and grievance procedure proposal regarding racial and other forms of harassment for review by campus governance groups;
- Continue to coordinate campus initiatives aimed at public education regarding Massachusetts criminal civil rights statutes, including efforts with Public Safety and other offices to establish and refine protocols for responding to criminal civil rights violations on the campus;
- Work closely with the recently hired manager of Training and Development in generating creative strategies for effective diversity education for faculty, staff and administrators;
- Initiate research and program efforts that link multicultural issues with the more general need to improve both the management culture and customer relations for all students, faculty and staff.

### Chancellor's Area - Ombuds Office

Established by the Board of Trustees in 1969, the Ombuds Office opened in 1971. Mandated to "assist any petitioner in the procurement of a just settlement to a grievance," the Ombuds Office staff works to ensure fair and equitable treatment in matters of concern or grievance. Depending on the problem, the Ombuds Office mediates disputes, facilitates communication, investigates claims of unfair treatment or erroneous procedure, listens, advises and makes recommendations. During the investigation of complaints, the Ombuds staff attempt to hear all sides in a given situation. All matters and inquiries are treated confidentially and no action is taken or names used without the permission of the complainant. The Ombuds Office provides information about and referral to grievance procedure; often the Office is utilized as an alternative to existing formal grievance procedures.

#### *Harassment*

Along with handling individual grievances and coordinating formal hearings pursuant to established policies, the Ombuds Office has a key role in providing advice and assistance to members of the University community concerned with possible violations of the University's Sexual Harassment Policy. In addition, the Office distributes the brochure Stopping Sexual Harassment and provides workshops on sexual harassment for University departments and programs on request. Based on a program developed by the Ombudsperson, the Associate Director of Affirmative Action, and the Director of the Office of Human Relations, several training sessions about issues of sexual harassment have been offered to academic departments, undergraduate classes, graduate students and other programs. Ombuds Office staff participated on the Consensual Relations Task Force and will continue to work on developing and implementing an appropriate policy.

#### *Multicultural Student Conflict Resolution Team*

The Ombuds Office is committed to the empowerment of individuals through the conflict resolution process. It acts in support of the University's mission and in support of fair and equitable administration of University policies. Furthermore, it is committed to the creation of a multicultural campus. The philosophy of multiculturalism which we support is reflected in the activities, structure, and culture of the Office. As part of this commitment, the Office created the Multicultural Student Conflict Resolution Team. The Team is composed of twenty-four members from very diverse backgrounds: fourteen women and ten men; eleven people of color and thirteen white students; and eighteen undergraduate students and six graduate students. They range in age from nineteen to forty-three. Members come from eight different countries and many different religious traditions (including Judaism, Catholicism, Islam, Buddhism and various Protestant sects). There are members with physical or learning disabilities. Team members identify as gay, lesbian, bisexual and heterosexual. Additionally, there is diversity across economic, ethnic, linguistic and political lines. The Team participated in a range of activities, including mediating several disputes involving multicultural issues, facilitating group conflicts, and giving a number of workshops both on and off campus.

#### *Plans for 1994-1995*

The Ombuds Office plans to continue the Multicultural Student Conflict Resolution Team for at



least another year, during which time the goal will be to have the Team reach an even broader cross-section of the community. The Ombuds Office will continue to work with other members of the campus community to examine ways to improve the current Sexual Harassment Policy and to consider ways of establishing appropriate and effective grievance mechanisms for other forms of discriminatory harassment.

### Vice Chancellor for Academic Affairs

#### College of Humanities & Fine Arts

##### *Hiring*

Of eleven full-time faculty members appointed last year, 64% were minorities or women. In staff positions, 60% were minorities or women. The College has endeavored to appoint and retain such faculty and staff and will continue to do so.

##### *Discretionary Funds*

Of the monies, very scarce this year, which Deans can use as discretionary money to aid faculty in teaching and scholarship, 46% went to women and minorities, of a total of only \$57,000. I believe this is a higher percentage than previous years and it is certainly intended to impact retention of minorities and women on our faculty.

##### *Individual Items*

Last year the College instituted a competition in which departments proposed projects in three categories: multiculturalism and diversity, undergraduate education, and graduate education. Departments who were selected were given \$2,500 in operating funds, and one third of the funds went to multicultural projects. This was done at the College level, and was started before the strategic initiatives plan.

Teaching assistantships were awarded for specific multicultural projects and the exchange programs with Spain and Russia.

#### College of Natural Sciences & Mathematics

One highlight of the 1993-1994 academic year was the appointment of a woman - Dr. Linda L. Slakey - to the position of Dean, College of Natural Sciences & Mathematics. This administrative positing is especially important given the dearth of women in general in high level administrative positions throughout academia. Dr. Slakey's administrative appointment promotes high visibility for the College and provides a model for women in senior management positions within the academic sciences.

Of significant importance, too is the recruitment and appointment of a highly



distinguished woman scientist - Dr. Lila M. Gierasch - whose appointment will begin September 1, 1994. A Sloan and Guggenheim Fellow, Dr. Gierasch leaves her post as Professor of Pharmacology and Robert A. Welch Professor of Biochemistry, joining our chemistry department as its new Head. Dr. Gierasch's appointment - made possible by the Special Opportunity Fund program - results in the addition of yet another senior administrative faculty member to the College, providing even more visibility to the College and the University.

Highlighted earlier, Dr. Daniel Bentil formally joined our Department of Mathematics and Statistics as of September 1, 1993. He brings a strong background in modeling mathematical, biological, biomedical and ecological problems, which adds substantial strength not only to the Department and College, but to the interdisciplinary academic community, as well.

In addition to recruiting strong faculty - including six women and one minority male - the College provides additional support by means of improvements to existing laboratory space and provision of equipment and initial research support for all new hires. This substantial investment of College resources will allow the pursuit of important and productive research agendas which will reflect strongly and positively on the research and academic community.

The College plans to continue to recruit, hire, and retain the strongest faculty possible, with a special emphasis on women and minorities, cognizant of the special contributions made by normally under-represented groups, particularly in the sciences. Given our success in recruiting and keeping strong faculty as a whole, we remain confident that we will be able to continue our successful record in the years to come.

#### College of Social & Behavioral Sciences

The only faculty recruiting in CSBS was a Special Opportunity Position. Dr. Arturo Escobar accepted our offer to become a member of the Department of Anthropology in the fall of 1994. We are requesting a tenured position as an Associate Professor. He will enhance the scholarly visibility of the Latin American Studies Program as well.

We retained all of our ALANA faculty (as they wish to be called), and provided financial support so that two of them (Professors Lisa Saunders and Roberto Alejandro) could afford to accept fellowships.

I continued to have luncheons for our ALANA faculty. The purpose of these meetings is to foster the exchange of information and to develop a support network for ALANA faculty within CSBS. This practice will continue next year.

Unfortunately, the budget cuts have eliminated our various plans to increase the presence of and improve the working conditions for our ALANA faculty and students.

#### College of Engineering

Of the ten new faculty hired in the College for the 1993-94 academic year, two were women (one of whom was a minority), and one was a minority male. As a result, the number

of women faculty in the College increased from 3 to 5. Specifically:

The two women and one minority male were hired in Civil and Environmental Engineering (CEE). During their search process, the department made a special effort to attract women and minorities with a Ph.D. in Environmental Engineering by writing personal letters to women winners of an environmental fellowship and by sending personal letters to a list of minority Ph.D. recipients, who had received their degrees in Environmental Engineering or a related field. The minority woman was hired on the Special Opportunity Fund. All three hires received support from the CEE Department and the Dean's Office for summer compensation as well as for travel and equipment. The CEE Department also hired a woman for a high-level administrative position for their transportation and highway program.

The Industrial Engineering Department submitted the name of a woman faculty candidate for Special Opportunity funding as well, but were not successful.

As for the academic year 1994-95, the College has been searching for three faculty, one in Chemical and two in Mechanical Engineering. In the Chemical Engineering search, an ad was placed in a minority publication in addition to the chemical engineering professional journals. The two finalists were a female and an Hispanic male. Unfortunately, both took positions elsewhere. Mechanical Engineering subscribed to a service which sent them resumes of women with Ph.D.s in mechanical engineering. There were no women who had the appropriate background for the two positions, although they did receive resumes from a large number of qualified minority candidates. Those two searches are not complete.

It is our intention to continue our efforts to attract both women and minorities to our faculty. For the academic year 1995-96, we hope to have two new positions available plus two or three positions due to retirements.

With respect to students, the College has two well-established programs, the Minority Engineering Program and the Women in Engineering Program, that are concerned with the retention and recruitment of minorities in the College. This year our entering Freshman class was 20% women, which was higher than the national average. In addition, our departments have developed strategies to attract more women and minorities to their graduate programs. Several of the departments have received minority fellowships from the Minority Graduate Student Recruitment Office. In addition, CEE has submitted grant proposals to NSF and to the Graduate Assistance in Area of National Need (GAANN) as part of their efforts toward obtaining funding for women and minority graduate students.

### College of Food & Natural Resources

The College of Food & Natural Resources was very fortunate to have been able to fill six faculty positions this past year. I am especially pleased to inform you that of these six, one is a minority and four are women.

The College of Food & Natural Resources has established a minority graduate fellowship program for the College. This investment will increase the pool of minority applicants for faculty positions. The College intends the fellowship program to parallel and complement the Graduate School Minority Graduate Fellowship Program. Even though we



continue to struggle with our budget, the College currently has two graduate students funded on the minority graduate fellowship program.

We have encouraged the Provost to continue with the Special Opportunities Fund even in the face of these difficult budget times. The SOF program has been and will be important in helping us achieve our affirmative action objectives.

### School of Education

It seems appropriate to open this report with the School of Education's "Mission Statement":

The School of Education at the University of Massachusetts Amherst is dedicated to enhancing the practice of education through scholarship that informs both the preparation of educational professionals and the development of public policy that effects education. Our approach is shaped by our fundamental commitment to social justice and diversity and by our belief in the essential importance of national and international perspectives as we advance education in the Commonwealth.

In 1993-94, the School of Education continued its efforts to act on its commitment to recruit minority and female faculty, staff and students.

#### *Students*

The School of Education recognizes the need to increase minority representation of educators to teach the diverse population in our school and committees and is committed to increasing the number of minority students pursuing undergraduate degree programs in elementary, secondary, and early childhood education. The School's efforts have been geared toward increasing retention rates of minority students pursuing a career in education and increasing efforts to interest minorities in becoming professional educators. In a profession where minority interest has been relatively low, the challenge to recruit and retain strong undergraduate and graduate students remains constant. This year, an African American female professional staff member was hired to work in the area of minority recruitment and retention in the School of Education's undergraduate and graduate programs.

#### *Faculty*

The School of Education was successful in recruiting and hiring six new faculty members. Three of these faculty were hired through the Special Opportunity Fund: one African American male who will be working in the area of school and counseling psychology; one Black/Asian female who will lead our efforts in bilingual education; and one Native American female who is an experienced educator of indigenous populations and curriculum developer in the fields of Native American studies, history, and women's issues. In addition, of these six new faculty, one female was hired in the area of Research and Evaluation Methods where there is no female faculty representation in the program, and one female was hired in the area of Early Childhood Education.



## *Staff*

With regard to staff recruitment, an Hispanic female professional staff member was hired as Personnel Assistant for the School of Education.

Other actions that have taken place over the year include:

- We were able to dissuade a distinguished Asian faculty member from pursuing employment at another university. He is an outstanding researcher, a highly valued colleague and professional, and a superb role model in the School.
- During the Spring of 1994, an Hispanic female faculty member was promoted to the rank of Professor. She is one of two Hispanic faculty members in the School, and has done an outstanding job of building the School's research and teaching activities in multicultural education.
- The School used discretionary funds to support Minority Student Assistantships. These assistantships were awarded to two School of Education academic programs on a competitive basis. One student represents the University as The Holmes Scholar (with The Holmes Group providing additional travel funds and computer support).
- The School of Education was the recipient of two fellowships from the Patricia Roberts Harris Fellowship Program. This program is sponsored by the U.S. Department of Education and provides fellowship funding for master's and doctoral women and minority students who are underrepresented in the field. The Fellowships were awarded to two doctoral students.
- The School of Education Diversity Self-Study Committee, composed of faculty and students, was established in 1992-93 and continued to meet throughout the 1993-94 academic year.
- A seminar for School of Education faculty and teaching assistants on "Sexual Harassment: Knowing Our Rights and Responsibilities" was held during the Fall semester. The School will sponsor additional seminars/workshops on the Americans with Disabilities Act (ADA) and sexual harassment during the 1994-95 academic year.

Our new faculty/staff hires and the active recruitment and retention of minority students to our Teacher Preparation and graduate programs represent our continued commitment to promote the diversity of perspectives that will enrich the quality of discourse in the School of Education, on this campus, and throughout the community.

## School of Management

During the past year we recruited two new staff members and one faculty member. We lost one staff member and three faculty members. The two staff members recruited were female, one was of African-American origin. The faculty member recruited was a Caucasian male. Of the folks who resigned or retired, the staff member was a Caucasian female and three faculty members were Caucasian males.

During 1994-1995 we expect to recruit three staff members and two or three faculty members. Two staff members have resigned and another's appointment expires at the end of August. One faculty member will retire. One of our most important staff positions, Director of the Minority Management Education Program, will be the subject of a search this summer and fall. The current director, Phyllis Lane, has resigned to accept a position at the University of Santa Clara.

The position is supported entirely by privately raised funds. Under Phyllis' leadership the program has achieved dramatic results in the recruitment and retention of students of color. We seek to recruit a director who will build on the work Phyllis has begun. The other two staff positions are in development and administration. For all three positions we will work to develop candidate pools that are fully representative.

The faculty positions we expect to fill are in computer based instruction and the Nirenberg Chair in Business Leadership. The person has been selected for the position in computer based instruction. He is a Caucasian male. We take great care with all faculty positions to develop a widely representative pool and expect to make every effort to do so in the future.

#### School of Nursing

The School of Nursing continues its commitment to affirmative action goals, recognizing the importance of diversity of perspective essential to the well-being of the School and the University community.

#### School of Public Health & Health Sciences

During the 1993-94 academic year, the School of Public Health & Health Sciences made several notable achievements in furthering the affirmative action goals of the University.

- Two women in the school were promoted to associate professor with tenure. These appointments enhance our distribution of women in tenured faculty positions. Individuals receiving tenure were Karen Heller of Communication Disorders and Dr. Nancy Sheard of Nutrition. These were the only two awards of tenure within the school this year.
- Two new minority hires were made with the assistance of the Special Opportunity Fund. In September of 1993, Dr. Luciano Valles was brought into a tenure track position in the Communication Disorders department. Dr. Valles is of Mexican/American descent, and brings with him a strong background in language acquisition and communication, particularly relevant to elementary school education, and specifically regarding culturally and linguistically diverse populations. In January of 1994, Dr. Michael Begay joined the Health Policy and Management faculty. Dr. Begay is a political scientist with nationally recognized work in tobacco and health issues. He is a Native American who grew up in southern California.
- In September a one-day workshop on minority leadership was held at the Campus Center. This small conference was organized by Professor Charlena Seymour with funds from the Chancellor's Office. While attended by a small number of the University community, the



conference was rated as highly successful and a model for future program development in the leadership domain.

- The graduate program in Communication Disorders continues to be highly effective in recruiting minority students. Under the leadership of Dr. Harry Seymour and funding from the United States Department of Education, three new African-American doctoral students were brought in this year creating a total program enrollment of six.

### University Library

Recruitment activities in the University Library during 1993-94 to date have been as follows:

- Two females were appointed to temporary professional positions.
- One male was appointed to a permanent professional position as Librarian II following an extensive national search in which a female finalist declined our offer.
- Seven females and two males were hired into temporary classified positions paid from CC funds, and two females and one minority female were transferred from other campus departments into permanent classified positions, in accordance with the University's recruitment and appointment procedures. The University's procedures for targeting specific classified vacancies to be filled by qualified minorities has permitted greater diversification of the Library staff, but continuing budget problems have limited the number of vacancies that can be filled.

Plans for 1994-1995 include hiring three professional librarians. Recruiting assistance and advice on these searches was provided by the Office of Affirmative Action and is being followed.

Other on-going activities that promote the well-being of all Library staff include equal opportunity for attendance with release time at job-related workshops, training sessions and courses. Flexible scheduling to provide an opportunity for staff to make up time is provided for those who wish to participate in personal growth and development activities, in accordance with the needs of each individual workplace.

### Vice Chancellor for Student Affairs

The Student Affairs executive area comprises six divisions - Academic Support Services, Dean of Students, University Health Services, Housing Services, Student Activities and Public Safety. In support of the University's goal to become a multicultural campus, Student Affairs provides a number of services and programs which further the cause of affirmative action for both employees and students. The following paragraphs serve only to highlight the range and variety of activities which occurred this year.

In the area of employment, Student Affairs actively supports campus affirmative action goals and policies. In the area of classified employment, efforts are made to make the best



possible use of the applicant pool provided by Human Resources. In Housing Services and Public Safety, both of which employ large numbers of people in entry level positions and where there is frequent turnover, we have been able to make significant gains over time in the representation of women and minorities through the use of off-campus hiring pools, often supported by formal targeting of positions through the Affirmative Action/Equal Opportunity Office.

In the area of professional employment, Student Affairs has made more efforts recently to tailor recruitment steps to the vacant position. Typical special recruitment efforts include special mailings to sources such as agencies suggested by the Affirmative Action Office, committees on special concerns in national Student Affairs organizations (NASPA, ACPA, NAWA), selected historically Black colleges, and personal contacts (usually former staff), use of publications such as "Black Issues in Higher Education" and utilization of national and regional conferences. Recently, we have developed a media and mailing resource list for very specific ethnic sub-sets such as tribal newsletters for Native Americans and Boston Chinatown sources. We have also experimented with using a placement firm as a supplement to other recruitment efforts. The firm provides a specified number of pre-screened applicants and is required to generate a diverse group. We have also tried on a small scale to establish internships and transitional positions which would allow less qualified applicants to gain the necessary skills and experience to become more competitive.

Retention of a diverse workforce is also a focus. In an effort to be attentive to particular needs under the broad definition of diversity and pluralism we have provided a translator for a Cambodian maintainer and an interpreter for a deaf Dining Commons worker, revised the teaching style for a workshop to be attended by a group of employees that includes those who do not read well, and provided time during an all day pre-service training session for a Muslim employee to pray. We have also tried to provide training that will permit supervisors to work effectively with all workers and to be persistent about addressing some of the more subtle issues such as celebrating holidays.

Housing Services and Public Safety continue to require diversity training for their employees on an on-going basis. Other agencies in Student Affairs provide such training on a more ad hoc basis. This year Public Safety personnel received training from the Social Justice Education Project. Academic Support Services funded travel for minority staff to national conferences for their professional enrichment and development.

This year, as in other years, Student Affairs has sponsored and/or presented employee workshops and seminars focusing on issues such as racism, sexism, sexual harassment, anti-Semitism, and ableism, as well as encouraged employees to take advantage of training offered through the Staff Training and Development Office.

Housing Services provides a particularly noteworthy and comprehensive training program for its employees. Support staff, including both clerical and maintenance workers, receive training on social issues on an on-going basis, with the topics rotating on an annual or semi-annual basis. New supervisors, professional staff and new classified staff receive three day sexual harassment and diversity training. Residence Directors are the primary presenters to other staff in a special program aimed at diversity - Oppression Education. This year, Housing Services' Oppression Education Workshop awarded certificates to more than 100 people, most of them custodial staff. The response to this training has been so favorable and effective that additional programs have been added to develop further an understanding of a response to

oppression. Residential Education staff receive additional training that includes strategies for addressing issues of oppression as they arise. Student Resident Assistants receive mandatory training that includes a number of sessions on the nature of oppression and how, through their position, they can address their residents' needs for education and interventions regarding oppression. The course covers racism, sexism, general issues of oppression, Jewish oppression, disabilities, and issues of sexual orientation. The extended August and January training workshops provide additional opportunities for education and rehearsal of oppression interventions. The in-house cable system has enabled Housing Services to develop and present centralized educational programs that focus on various aspects of oppression.

The cultural and multicultural centers continue to contribute greatly to the University's ability to address stated student need. Student Activities staff again offered a leadership training retreat for newly elected student leaders. The goal of the retreat is to provide students opportunities to gain experience in leadership, decision-making, conflict resolution, time management, team building, and organizational development. Special attention is paid to gender and multicultural issues. Student Activities also provides the space and support for many student-run and student-sponsored programs. Among on-going services and programs are the Black Mass Communications Project, Concepto Latino, and the Office for Third World Affairs. On its own initiative, the Student Senate provides funding to the Third World Caucus in the Student Senate.

In the residence halls, there were approximately 200 formal programs each semester that addressed issues of diversity and oppression education through films, discussion groups, and speakers. Housing Services, Student Activities, and other Student Affairs units joined with departments and agencies from other executive areas to continue the campus tradition of awareness days, weeks, and months. These include Black History Month, Weeks for Cape Verdean, Gay, Lesbian and Bisexual, Native American, and Disability Awareness, as well as Holocaust Memorial Week, International Women's Week, African Cultural Night, Vietnamese New Year, and Asian Night. Awareness events will be continued next year.

University Health Services staff worked on a number of issues. A nurse practitioner worked closely with Everywoman's Center in providing services to victims of sexual assault. The ongoing Health Reach Program provides outreach, advocacy and educational activities in Family Housing, coordinated with the Foreign Students Office and Everywoman's Center. Staff from Mental Health facilitated a stress management workshop for CCEBMS students and provided on-going consultation to the CCEBMS and BCP staffs. UHS undertook a study to analyze and evaluate services it provides to women, particularly students. The study included a detailed mail survey, focus groups, and the work of a broadly representative committee over the course of the year. The committee expects to present its recommendations by December, 1994.

The Dean of Students Division was represented on committees developing policy on racial harassment, the status of women, sexual assault, and human relations. Staff from the division offered workshops and presentations to a number of campus groups and departments on gay, lesbian and bisexual issues, violence against women, and issues of disability. Disability Services co-followed by panel discussions on issues of deafness in communities of color. Two student initiated programs included a bilingual program in Holyoke for pre-college students designed to keep kids off drugs, sponsored by the Golden Key Honor Society, and a peer harassment hot line staffed by students for students with concerns and questions about all kinds of harassment.



For a number of years, the Student Affairs Research and Information Systems Office has conducted telephone surveys of students in an effort to establish the kind and frequency of different types of harassment. During this year, the surveys conducted included, among others, those designed to assess the level of harassment on the basis of sexual orientation experienced by our students.

Student Affairs also conducts a number of outreach programs, particularly through CCEBMS, BCP, and UALRC to the representation of students of color in our student body. Academic support and advocacy provided by these programs and others contribute to retaining those students who are recruited.

### Vice Chancellor for Administration & Finance

The executive area of Administration and Finance is comprised of six divisions which assist the campus in the effective and efficient management, maintenance, and enhancement of its resources, and ensure that the campus operates in a manner consistent with a host of regulations, legislation and policy. In the fulfillment of its responsibilities, the executive area supports the University's commitment to diversity and multiculturalism through a variety of efforts aimed at furthering the causes of Affirmative Action as highlighted in the following.

The Division of Human Resources reestablished its Training and Development unit in January, 1994. The Training and Development unit will coordinate the work of three programs: Employee Training, Organizational Development, and Labor Management Workplace Education. The Employee Training Program developed and delivered a "Diversity Training Program for Campus Employees" during the Spring 1994 semester. This three part program consisted of 10 general sessions on *Valuing Diversity in the Workplace*, a series of workshops on various related topics such as *Sexual Harassment*, *Survival Skills for People of Color*, *Managing a Diverse Workforce*, *Conflict Resolution* and *Communication Skills*. Also included in the program was a course for managers that combined supervisory skills with diversity themes. The response from campus employees was very enthusiastic with over 225 people attending the workshops and course.

The Labor Management Workplace Education Program (LMWEP), now a component of the Training and Development unit, continued to give high priority to diversity initiatives in its programs and services both on and off campus. During the past year LMWEP conducted a diversity forum and discussion series for AFSCME leaders, provided workplace education classes for Latino and Asian workers on campus, taught English and workplace skills to Latino and Chinese workers in a four town region, and presented a workshop at the Strategies to Combat Racism Conference held for the five U Mass campuses in September. For the second year in a row, Labor Management Workplace Education was awarded a Chancellor's Commission on Civility in Human Relations grant which will be utilized to develop a multicultural orientation film for new classified employees.

The Employment Office has maintained its efforts in the recruitment of members of protected classes in spite of losing some valuable agency contacts due to budget restrictions. The staff is working to establish other contacts with new agencies and is researching the utilization of federal programs such as "Workfare". A considerable amount of time and effort has been



devoted to achieve pools of qualified applicants that may be referred to positions designated as affirmative action target positions in accordance with the campus' Affirmative Action Plan. Consequently, the percentages of new classified hires from protected classes is increasing.

Human Resources has continued to provide strong support for the data needs associated with affirmative action reporting requirements. The Payroll Office provides data entry and support for the Employee Job Movement Monitoring (EJM) database, an historical adjunct to the Human Resources Management Information Systems (HRMIS). EJM data is downloaded to the Criterion Affirmative Action Management System (CAAMS) and is used by the AA & EO Office to produce required affirmative action reports.

Staff from Human Resources and AA & EO have actively collaborated to assist in returning workers injured on the job back to the workplace when the recovery process permits. This has involved employee and co-worker counseling, education on University and federal policies pertaining to those with disabilities, and an active monitoring of the workplace to promote the successful return to work of the affected employee.

The Procurement Office has maintained a minority purchasing program since 1967. Over the years, that program has evolved into a system-wide Small Business and Minority/Women-owned Purchasing Program which encompasses the three campuses of Amherst, Boston and Worcester. Over the next year, the program should expand to include the Lowell and Dartmouth campuses. The University maintains a close relationship with the State Office of Minority and Women Business Assistance (SOMWBA) and utilizes a variety of minority, women-owned and small business directories as a means of locating sources of supply. Under the guidance of its procurement office, the Amherst campus alone places approximately \$2,000,000 worth of business annually under this program through a combination of the public bid system and purchase orders issued by University departments. Through efforts such as contacts with minority and small business trade associations, attendance at minority and women owned business procurement conferences and trade shows, and participation in "reverse trade shows" which educate vendors on how to do business with large public agencies, the department continues to identify and solicit minority and women-owned businesses for inclusion in the Campus and MHEC Master Bidder's list.

Formal linkages have been established this year between Auxiliary Services, Housing, Public Safety and various minority programs such as CCEBMS, BCP, and ALANA. Discussions are focused on improving the diversity of the student workforce, especially in areas such as the retail outlets on campus. An initiative with the New Students Program will provide students who come through CCEBMS, BCP, ALANA or other minority programs with information and assistance in gaining employment in Auxiliary Services or other departments on campus.

Staff training continues to be a focus of the executive area. Physical Plant supervisors will attend a six week course entitled *Management and Supervisory Skill Development* which is offered through the Training and Development Office. A major focus of this training will be on understanding the role that social and cultural diversity plays in manager/supervisor interactions. Auxiliary Services continues its efforts by offering training through both the Affirmative Action and Human Resources Offices on multicultural issues for staff and students. Auxiliary Services, in collaboration with faculty, staff and students, provides a vehicle for expression of the University's commitment to multiculturalism by offering multicultural activities and ethnic food events in the Dining Commons and Campus Center on a regular basis.

The executive area of Administration and Finance remains committed to Affirmative Action goals and to fostering a climate open to diversity. In the coming year, we will continue to stress the education and training which addresses the issues of diversity and oppression and to provide employment opportunities for women and minorities.

### Vice Chancellor for University Advancement

University Advancement works to ensure effective communication between the University and its various constituencies. The primary mission of University Advancement is to expand and enhance awareness and support for the University, and this mission guides its projects, publications, services and fund-raising activities. Because it is in the University's interest, and because it is right, University Advancement tries to be thoughtful and inclusive in all of its outreach efforts.

The University News Office works closely with national and local media to provide accurate, positive coverage of the University's goals, intentions and realities. This spring, working in cooperation with the Chancellor's Office, the News Office was able to obtain funds to hire a student writer of color.

The University Periodicals Office actively seeks to represent and interpret the University's diversity through Massachusetts Magazine, the alumni and research quarterly, and the Campus Chronicle, the official news medium of the campus community.

In the four issues published during 1993-94, Massachusetts Magazine's coverage of women included feature-length profiles of an internationally known administrator; two world class entertainers, both women of color; and a community organizer who is Chicana and a recipient of the MacArthur "Genius" grant. Women alumni and faculty were broadly represented. One major article chronicled a scientific expedition led by a woman faculty member; another reported on both a scholarly publication and on-campus educational efforts related to the Holocaust. A feature on a gay alumna who is the author of a book on her parenting experiences received a record number of mostly positive responses. Reportage in the magazine's "First Impressions" aired controversy over the Minuteman symbol and the campus visit of Minister Louis Farrakhan. Finally, opportunities were found to spotlight senior alumni with graduation dates as early as 1915.

As the campus' primary news medium, the Campus Chronicle plays an important role in monitoring and reporting on events, programs, policies and initiatives related to affirmative action and equal opportunity. As the administration's link with the campus on policy matters, the paper last year published official reports on responses to a 1992 agreement with ALANA students regarding the racial climate on campus; an Americans with Disabilities Act self-study; actions to address Title IX inequities in women's sports; and the naming of an advocate for women and the Chancellor's acceptance of a "new agenda for women." The Chronicle also reported on the Affirmative Action Plan, creation of "safe zones" for gay, lesbian and bisexual students, and creation and/or award of prizes for promotion of civility and multiculturalism.

As in the past, the Chronicle's regular news coverage often touched issues and events



tied to affirmative action and equal opportunity in the classroom, in campus programs, and in such events as International Women's Month, Black History Month, and the opening of a new Asian cultural center. Additional articles focused on new faculty women and people of color, a minority leadership conference, and a program to promote minority representation in the sciences.

A continuing series on the campus' Strategic Planning Process included elements related to diversity and multiculturalism. A related article focused on faculty concerns about Hispanic representation on systemwide task forces.

The Publications Office works with Photographic Services and University departments to design publications that are instrumental in the recruitment of women and minority students and that provide information about programs and services available to special groups on campus. The Production Manager actively seeks minority vendors to bid on projects. The University Editor makes sure that the Affirmative Action and Equal Opportunity statement is included in University publications and helps offices communicate in clear, inclusive, and non gender-specific language.

The Alumni Office conducts open events for its members by geographic area and interest group, in addition to organizing major events on campus. It facilitates ongoing contact with alumni of color by including minority program affiliation to its database for graduates, and has become active in supporting alumni activities for CCEBMS. It continues to support the activities of the Gay and Lesbian Alumni Group (GALA, founded in 1989). Eight of the ten staff members of the Alumni Office are women, including four of the six professional staff.

The Development Office, which works to strengthen the University's financial base through private and philanthropic giving, is actively promoting staff development activities for its women staff members. At the same time, during 1993-94 the office appointed four women (out of a total of eight hires) to a wide range of fund-raising functions, including Donor Relations and the School of Management. The office also actively seeks to provide career opportunities for women currently on staff. In FY94, for example, we promoted a female member of our Development Research staff to Manager of that unit.

The Office of University Relations organizes and provides planning assistance for special events, seeking to make them handicapped-accessible and, with notice, interpreted for the hearing-impaired. The Community Relations activity tries to be inclusive in its choice of community efforts to support. For example, the University is a prominent supporter of the Martin Luther King scholarship program for Amherst Regional High School students of color.

The Office of State Relations monitors state legislation pertaining to personnel matters such as employee benefits and collective bargaining procedures. This could include proposals that would impact affirmative action and equal opportunity requirements, although most legislation of this sort is determined at the federal level.



## Vice Chancellor for Research & Dean of the Graduate School

The Office of the Vice Chancellor for Research and Dean of the Graduate School continued to make important contributions in supporting and advancing the research and scholarly activities of minority and women faculty and graduate students. A summary of 1993-94 activities along with highlights of significant achievements and future plans are noted below.

### *Recruitment and Retention of Minority Women and Staff*

The University, as well as the research, Graduate Education, and Economic Development executive area made substantial advances in bringing women and people of color into key and visible positions of leadership in areas where women and minorities have been traditionally few in number. The Graduate Dean's position was filled by an African-American female. Two other important positions, Director of Animal Care, and Director of Economic Development, were filled by non-minority women. In addition, a new clerical position in the Economic Development area was filled by a non-minority woman.

One Vietnamese-American warehouse manager, however, who was hired last year by the UMass Press, and was doing an outstanding job, lost his position to a caucasian worker. As a member of the AFSCME bargaining unit, he was "bumped" by another member of his union. Thus, we are sorry to lose a minority employee.

### *Minority Graduate Student Funding and Initiatives*

The Graduate School continued to administer a formal office, the Office of Minority Graduate Student Recruitment (OMGSR), for recruitment and retention of minority graduate students. During this time period, university sources contributed over a million dollars (\$1,415,378), 91% of the minority graduate funding. Of this, the Graduate School funded OMGSR \$180,149 for minority assistantships, and \$66,600 for the Minority Scholar Fellowships.

Charlena M. Seymour, Graduate Dean, was one of 50 invited participants to examine key strategies of successful graduate minority recruitment and retention programs in the health sciences. The conference was held on June 12-13, 1994 and was sponsored by the North Carolina Health Careers Access Program of the University of North Carolina at Chapel Hill.

### *Faculty Research and Travel Support*

- One woman and one minority faculty members out of a total of five were the recipients of the University's most prestigious research award, the Faculty Fellowship Award, for the 1993-94 academic year.
- Five women and one minority faculty members out of a total of 12 received the Healey Endowment Grant Awards.
- Fourteen women and five minorities out of a total of 46 were the recipients of the Faculty Research Grant Awards.
- One woman and one minority out of a total of four were the recipients of the Public Service Grant.

### *Program Enhancement and Support*

The Research, Graduate Education, and Economic Development executive area continues to support and fund activities that promoted the University's commitment to diversity and multiculturalism. Noted below are the contributions made during FY 1994:

\$3000 to Carol S. Wallace, Director, Everywoman's Center, for program support

\$2000 to Professor Catherine Portuges, Director, Interdepartmental Program in Film Studies, for multicultural film series

\$7,500 to Barbara Burn, Director, International Programs, for future exchanges of graduate students and faculty with the University of Fort Hare, South Africa

\$675 to Professor Ann Ferguson, Chair, 5 College Graduate Women's Studies Committee, for organizing a forum in Graduate Women's Studies

\$500 to Professor John Bracey of the Afro-American Studies Department for Bridging Worlds Program

\$500 to Professor Alan Swedlund of the Anthropology Department for travel to International Congress of Anthropological and Ethnological Sciences

\$235 to Mary Deane Sorcinelli, Director of Center for Teaching, for conference travel

\$350 to graduate Student Kim McGinley in Fisheries and Wildlife for attending a conference

\$500 to Professor J. Horowitz, Associate Head, Mathematics & Statistics, to cover travel costs for *mathtest III* to encourage higher enrollment by underrepresented minority groups

\$400 to Professor John J. McCarthy, Head, Department of Linguistics, for Symposium on Arabic Linguistics

\$300 to Muslim Student Association for lecture by Imam Mohammed

\$350 to Honors Program to support visit of Dr. Carlos Becerra to initiate exchange program with La Escuela Superior Politecnica Del Litoral de Guayaquil, Ecuador

\$500 to Professor Arlene Avakian, Women's Studies, for attending a conference on Armenian Women

\$500 to Professor Mary Wilson, History, for a 5 College reception

### *University Press*

The University Press continues to publish many books that address issues of race, gender, ethnicity, and sexual orientation, thereby supporting the university's commitment to diversity and nondiscrimination. During the past year, the Press has issued such works as:

- Kenneth Robert Janken, Bayford W. Logan and the Dilemma of the African-American Intellectual
- Debra Gold Hansen, Strained Sisterhood: Gender and Class in the Boston Female Anti-Slavery Society
- Christine Bolt, The Women's Movements in the United States and Britain from the 1790's to the 1920's
- Roberta Uno, Unbroken Thread: An Anthology of Plays by Asian American Women
- David Bergman, ed., Camp Grounds: Style and Homosexuality
- Esther D. Rothblum and Kathleen A. Brehony, eds., Boston Marriages: Romantic but Asexual Relationships Among Contemporary Lesbians
- Samba Cadjigo, Ralph H. Faulkingham, and Reinhard Sanders, eds., Ousmane Sembene: Dialogues with Critics and Writers
- Brian Swann, ed., Song of the Sky: Versions of Native American Song Poems
- Bonnie Winsboro, Supernatural Forces: Belief, Difference, and Power in Contemporary Work by Ethnic Women
- Robert B. Jones, Jean Toomer and the Prison-House of Thought: A Phenomenology of the Spirit
- Francisco Javier Cevallos-Candau, Jeffrey A. Cole, Nina M. Scott, and Nicomedes Suarez-Arauz, Coded Encounters: Writing, Gender, and Ethnicity in Colonial Latin America
- Tyrone Tillery, Claude McKay: A Black Poet's Struggle for Identity
- Thanh T. Nguyen and Bruce Weigl, eds., Poems for Captured Documents: A Bilingual Edition

During 1993-94, Senior Editor Clark Dougan continued to serve on the Equal Opportunity Committee of the Association of American University Presses (AAUP). As President of the AAUP during 1994-95, Bruce Wilcox, Director of UMass Press, has appointed additional members to this committee, including representatives from Louisiana State, Johns Hopkins, Southern Illinois, Howard, and Nevada.

#### *1994-95 Plans*

Because of the limitation of the budget, we foresee no rapid growth or expansion in these programs in the near future. With this in mind, we plan to build on the present strength of the programs, maintain high quality, and pursue vigorously an even stronger role in the advancement of research and teaching activities of minority and women faculty and graduate students in 1994-95.



## Office of Minority Graduate Student Recruitment

OMGSR was involved in several national recruitment projects. The National Consortium for Educational Access is composed of 48 historically black colleges and universities and 38 Ph.D. granting institutions, and was formed to increase the number of African-American Ph.D.s in underrepresented fields who plan to teach at the college level. Project 1000 is an Hispanic name exchange of 71 graduate institutions. GOALS is a national minority recruitment effort in industrial and labor relations. The National Physical Science Consortium consists of graduate institutions and industry who cooperatively provide doctoral education in the physical sciences for African-American, American Indian, and Hispanic graduate students.

### *Minority Admissions*

Seven percent (N=587) of the applicants for Fall 1993 were minority. Of these, 212 were accepted and 104 enrolled in degree programs. The acceptance rate for minority applicants 36.1% and the percentage enrolled was 49.1%. This compares to the total Graduate School acceptance rate of 31.4% and percentage enrolled of 47.3%.

### *Minority Enrollment*

There was a total of 494 minority graduate students enrolled 1993-94 (10.2% of the total Graduate School enrollment; 13.2% of U.S. graduate enrollment). 47.6% are working on doctoral degrees, and an additional 1% are enrolled in masters/doctoral programs; 34% are enrolled in master's programs. By ethnic group, there were 150 African-American, 168 Hispanic, 155 Asian-Americans, 13 American Indians, and 8 Cape Verdean graduate students.

### *Minority Funding*

For 1993-94, 221 (79%) of those minority graduate students not on program fee, nondegree status, or in off-campus programs, were funded. The actual number of students funded increased slightly (from 214 to 221); the overall funding increased by 12.3% (from \$1,554,004 to \$1,745,720).

### *Minority Graduation*

For 1993-94, 93 graduate degrees/certificates were awarded to minority graduate students during the three graduation periods. For the School of Education, 11 were Ed.D.s, 14 were M.Ed.s, and three earned CAGS. Forty-three students earned other master's degrees, and 22 were awarded Ph.D.s in animal science, anthropology, chemistry, communication disorders, comparative literature, Hispanic literature & linguistics, management, mechanical engineering, philosophy, physics, plant & soil sciences, polymer Science & engineering, psychology, public health, and wildlife and fisheries biology.

Since 1980, 1,285 degrees have been awarded to minority graduate students, 42% in education. A comparison of the last 14 years shows that 566 master's degrees and 179 Ph.D.s have been earned by students not in education, many who were originally funded by OMGSR.

The May 19, 1994, issue of *Black Issues in Higher Education* published a list of the top producers of doctoral degrees by ethnicity. The University placed #22 in the category of "all minorities" (includes Asian-Americans), #6 for African-Americans, and #17 for Hispanics. In another study published by the American Council of Education which looked at minority Ph.D.s for the period 1979-89, the University was #14 of the top 50 universities, and was considerably ahead of all other Massachusetts and other New England institutions.



## INTERNAL AUDIT AND REPORTING SYSTEMS

The Affirmative Action & Equal Opportunity Office has developed an internal audit and reporting system which relies on collaboration with other University divisions in order to meet affirmative action reporting requirements. These divisions include the University Information Systems (UIS); Human Resources; and the Office of Institutional Research and Planning and the Provost's Office within Academic Affairs. In place are the following systems: the Criterion Affirmative Action Reporting System (CAAMS), the Human Resources Management Information System (HRMIS), and two applicant tracking systems.

Installed in 1984, HRMIS is a comprehensive employee database maintained by Human Resources. On-line employee data is available through the Terminal Application Process System (TAPS). Historical employee information (i.e. hires, terminations, promotions and transfers) is available through the employee job movement adjunct to the HRMIS system. Selected employee data is extracted from HRMIS by UIS and downloaded, so that AA/EO staff can access employee data necessary for affirmative action reporting via CAAMS. In addition, specialized affirmative action reports are available through UIS.

CAAMS is a comprehensive, sophisticated affirmative action reporting system which is operated by AA/EO staff. It provides automated availability and utilization statistics and produces all of the data required for a compliant affirmative action plan. CAAMS has been used to produce the statistics reflected in Affirmative Action Plan data tables beginning with the 1992-93 AAPlan.

The Applicant Tracking System, a module of HRMIS, provides an applicant flow database for classified positions. This system identifies internal and external applicants for position requisitions. The qualifications of external applicants are matched to the minimum qualifications of specific position vacancies to identify pools of bona fide applicants for further consideration by hiring officials; internal applicants are referred according to Union guidelines. Applicant outcome reports are available through the UIS.

The AA/EO Office maintains the Professional Applicant Tracking System for faculty and professional/non-faculty positions. This system enables the AA/EO Office to retrieve and sort information about the recruitment and hiring of faculty and professional non-academics including the protected group status of applicants.

In addition to the above, the AA/EO Office utilizes information provided by the Provost's Office regarding faculty promotion and tenure. The Faculty Positions Report, produced by the Office of Institutional Research, also provides a useful resource for information on the faculty.

The Affirmative Action Advisory Board meets three times each semester; working committees and officers meet more frequently. The Board advises the Chancellor on an ad hoc basis as the need arises, and reports to its respective constituencies on issues related to affirmative action and equal opportunity.



## PROGRAM TO COMBAT SEX DISCRIMINATION

It is the policy of the University that no person shall on the basis of sex, be denied the benefits, or be subjected to discrimination in any aspect of employment or in the admission and treatment of students, as required by federal and state laws and regulations. The University's commitment to equal opportunity includes but is not limited to the following areas: recruitment, training, hiring, salary, termination, working conditions, upgrading, promotions, fringe benefits, job classifications, retirement, and leave.

The University does not utilize wage schedules related to or based on the sex of the employees. Employees of both sexes have equal access to any available job they are qualified to perform. Bargaining agents, union representatives, contractors, vendors, and all entities with whom the University maintains contractual agreements have been informed of this nondiscriminatory policy. Further, such agreements between the University and these groups are to be consistent with the University's affirmative action guidelines.

In Massachusetts, sex is precluded as a criteria for admission to any program or course of study leading to a degree beyond a bachelor's degree (GL 151C). The University of Massachusetts regulations strictly prohibit discrimination in the admission and treatment of students, both undergraduate and graduate, based on gender.

### Family-Related Leave Policies

It is the University's policy to offer employment to qualified individuals regardless of their parental status. Sick leave is granted, at the discretion of the appointing authority, to an employee when the spouse, child or parent of either an employee or his/her spouse, or relative living in the immediate household of an employee, is ill. The employee may utilize sick leave credits for family illness up to a maximum of ten days per fiscal year. In addition, every full-time or regular part-time employee who has completed the probationary period, or if there is no probationary period, has been employed for at least three consecutive months, may be granted family leave, an unpaid leave of absence (with some exceptions), for a period not exceeding ten weeks, for the need to care for, or make arrangements for the care of, the employee's spouse, parent, grandparent, grandchild or relative living in the same household. Similarly, parental leave, an unpaid leave of absence, may be granted for the need to care for, or make arrangements for the care of, a minor dependent child of the employee.

Pregnancy and childbirth are considered to be conditions which may temporarily disable female employees. It is the University's position that pregnant women may continue working as long as they are able to perform the job satisfactorily. The staff member or faculty person and her supervisor or department chairperson are each expected to give consideration to safe working conditions and practices during pregnancy.

Every full-time or regular part-time employee who has completed the probationary period, or if there is no probationary period, has been employed for at least three consecutive months, shall be granted a maternity or adoptive leave without pay for a period of eight weeks providing that the request for such leave is made at least two weeks in advance of the expected departure date. If an employee has accrued sick leave or vacation credits at the commencement of the maternity or adoptive leave, the employee may use such leave credits for which she/he may be eligible.

The employee is eligible for reinstatement to the same or similar position without loss of the employment benefits to which she/he was entitled on the date the leave commenced, providing that nothing occurs during the leave which would otherwise have terminated her/his employment with the University under existing law, rule or regulation.

Upon the expiration of a maternity or adoptive leave, an additional eight weeks leave may be granted at the discretion of the CEO. The leave shall be unpaid unless the employee chooses to use any accrued vacation, personal leave or compensatory time to cover this period of absence. The period of unpaid leave shall not be included in any computation of contractual

benefits, rights or advantages.

The University observes all provisions of the Family and Medical Leave Act (FMLA) of 1993. Under this act, eligible employees (those who have been employed for at least twelve months in total, and have worked at least 1250 hours during the year proceeding the leave) are entitled to 12 weeks of unpaid leave per year under particular circumstances that are critical to the life of a family. Leave may be taken: upon the birth of the employee's child; upon the placement of a child with the employee for adoption or foster care; when the employee is needed to care for a child, spouse, or parent who has a serious health condition; or when the employee is unable to perform the functions of his or her position because of a serious health condition. FMLA leave may run concurrently with other leaves for which the employee is eligible.

### **Sexual Harassment Policy**

"The University of Massachusetts Amherst is committed to providing faculty, staff and students with an environment where they may pursue their careers or studies without being sexually harassed." Consistent with this policy statement, the University of Massachusetts Amherst has established procedures for making fair, prompt, and reliable determinations of whether or not sexual harassment has occurred and for resolving sexual harassment complaints. These procedures are described in Appendix F, Sexual Harassment Policy (October, 1986.)

The Affirmative Action and Equal Opportunity Office assumes responsibility for implementation of this policy, and provides advice, assistance, and training on issues related to sexual harassment. Informational materials, including videotapes, are readily available for use by the campus community. In addition, AA/EO Office staff are available to conduct workshops on request.

The Office is also committed to monitoring the current policy for its effectiveness and will make recommendations for policy or procedural changes as the need arises.

### **Nepotism Policy**

More than one member of an immediate family may be employed by the University on the Amherst campus. Each such employee shall receive insurance benefits and privileges consistent with the appointment held. No officer or employee of the University may participate in decisions affecting the appointment, tenure, promotion, or other condition of employment at the University of a relative, except under such circumstances as the President of the University may determine as warranting waiver of this prohibition in the best interest of the University, consistent with the provisions of Mass. G.L. c. 268A and Trustee Document T72-029. For all purposes involving the application of this rule concerning the employment of relatives of existing personnel, a "relative" is defined as parent, spouse, child, stepchild, sibling, parent-in-law or sibling-in-law.



## PROGRAM TO COMBAT RACISM

The University is committed to combating racism in any form within the campus community. The University's commitment to combat racism is in part demonstrated by the existence of numerous offices, agencies, organizations, and task forces, not including recognized student organizations, which address human relations issues including racism (Appendix G). The establishment of awareness events, such as Black History Month, Holocaust Memorial Week, and Native American Week, the Cultural Centers, and the activities to affirm the Student Union as a multicultural center will continue, as will the administrative leadership to celebrate ethnic diversity by scholarly lecturers and artist visits. The AA/EO Office is available to provide training on racism and related issues.

## CAMPUS SUPPORT FOR COMMUNITY SERVICE PROGRAMS

As a land grant institution, the University of Massachusetts Amherst has a long history of helping the Commonwealth meet the economic objective of increasing employment opportunities for all citizens including women and other protected group members, both within and outside of the University community.

The Cooperative Extension System, part of the College of Food & Natural Resources, provides employability training such as family day care provider training, life skills training to complement job specific training, as well as assistance with new business formation in food and agriculture, natural resources, and tourism. Cooperative Extension also offers career education for youth through its 4-H Youth and Family programs. Additionally, Cooperative Extension's volunteer programs provide skills and experience for those exploring or intending to re-enter the work place.

The Office of Economic Development participates actively in the Western Massachusetts Economic Development Conference, the Partners for Economic Development, the Franklin County Venture Center, the Massachusetts Small Business Development Center. The Office of Economic Development also consults with faculty working on the cutting edge of their technologies who are interested in starting businesses. The increase in employment in the immediate University region has resulted almost exclusively from the growth of faculty-initiated businesses. There are more than fifteen successful companies at this time, which have created over 600 jobs in the past eight years. The Director of the Office of Economic Development is a woman who actively encourages the entrepreneurial activity of women and minorities in the course of her participation in regional boards.

The Office of University Relations operates a Speaker's Bureau through which the University's faculty and staff offer their knowledge and expertise on a wide variety of topics to public service organizations across the state. There is no cost for this service.

The Minority Engineering Program recruits high school and community college students to the College of Engineering, providing academic, financial, scholastic and social support to these students to better assure graduation and entrance into graduate school and the professional arena where minority group members are underrepresented.

The Center for Organizational and Community Development within the School of Education has focused its attention and activities on newcomer and refugee organizations which support ethnic minority group members in developing employment skills and empowerment through self-sufficiency. Ethnically diverse individuals (i.e. Southern Asians and Latinos) participate in University of Massachusetts sponsored community action programs.

The Everywoman's Center Resource and Referral service is available to any woman in the three county area who desires career and personal development information, including introduction to networks of other similarly situated women. The EWC Resource & Referral program also maintains a job bank book for the tri-county area. EWC also offers volunteer and



internship opportunities with strong training components, including 10 month counseling practicums and 60 hour trainings resulting in state certification as rape crisis counselors or rape crisis educators.

While it primarily addresses the career counseling and job placement needs of students and alumni of the University, the Mather Career Center houses a career library and a job bank that are also available to community residents.

### CONSIDERATION OF QUALIFIED PROTECTED CATEGORY GROUP MEMBERS NOT IN WORKFORCE

The University actively recruits qualified protected category group members to join the workforce by using paid advertising in newspapers and professional publications and unpaid position announcements widely distributed to referral agencies; job skill specific, gender specific, or ethnicity specific professional organizations; institutions of higher education and professional conferences. The hiring official determines how the announcement of position vacancy will be made, subject to collective bargaining agreements and budgetary constraints and the urgency of filling the position. The Affirmative Action and Equal Opportunity Office provides mailing lists and other advertising sources on request. When necessary, the AA/EO Office will require that the hiring authority expand his/her advertising sources to insure that applicants for protected categories have access to announcements.

Whether to recruit campus-wide, locally, regionally, or nationally depends on such factors as job title and salary range, advertising budget, and availability of an appropriate pool of qualified applicants.

- a. Campus-wide Searches are implemented when there is no readily identifiable person within the respective area promotable or transferable into the position\* and there is a good likelihood of finding qualified individuals representative of the appropriate availability pool who are currently employed within other schools or departments on campus. On-campus searches are open only to qualified University non-student employees. Advertisements for the position must be attached to the "Classified Employment Opportunities" sheet ("Yellow Sheet") and published in the Campus Chronicle.
- b. Local Searches are conducted for many entry-level professional positions and part-time faculty positions. Local searches will also be advertised on campus in the "Classified Employment Opportunities" sheet. Advertisements for local searches should be placed in media that serve Hampshire, Hampden, and Franklin counties.
- c. Regional Searches are used for most professional/non-faculty positions and non-tenure-track positions which can be filled without national recruitment. It is suggested that advertisements be placed within publications which serve the major metropolitan areas in New England.
- d. National Searches are generally used for tenured and tenure-track faculty, high-level administrative positions, and positions for which applicants have been traditionally difficult to recruit. Advertisements are usually placed in national publications and specialty journals. Position announcements are usually sent to institutions of higher education known to produce qualified applicants, including historically Black institutions.

\* Refer to the campus Promotion and Lateral Transfer Policy, 11/23/83

Personal letters and telephone calls to seek nominations are encouraged. National professional associations may be contacted; notices may be posted at professional meetings.

All position announcements include an AA/EO statement. Applicants are invited to identify protected group status which can contribute to the enhancement of the application, when the job group is underrepresented by a particular protected group(s).

## **PROGRAM FOR PERSONS WITH DISABILITIES**

### **Policy Regarding Individuals With Disabilities**

The University of Massachusetts Amherst recognizes that the employment of individuals with disabilities is in the University's best interests, by utilizing employment skills possessed by such individuals as well as in meeting an important social and educational responsibility. The University will take affirmative action to employ and advance in employment qualified persons with disabilities; the University will practice nondiscrimination in the admission of qualified persons with disabilities to its programs. The University will make reasonable accommodations for physical and mental disabilities of employees and applicants for employment consistent with the qualifications required to perform the essential elements of a job. Academic adjustments necessary to accommodate individuals in programs or applicants for such programs will be made when appropriate.

As part of its efforts on behalf of persons with disabilities, the University will continue its efforts to insure that:

1. All applicants will be considered on the basis of their qualifications regardless of their physical or mental characteristic(s);
2. All procedures will be reviewed to enable fair and equitable treatment for all applicants, employees, and students;
3. Record keeping practices for known applicants and employees with disabilities will conform to the affirmative action requirements of the U.S. Department of Labor guidelines;
4. Physical examinations and qualifications will be geared specifically to state law and the actual requirements of the opportunity for which the applicant is being considered. Such examinations will be performed only if required of all applicants for a given position;
5. The University will not reduce the amount of compensation offered because of any disability income, pension, or other benefit an applicant or employee receives from another source when the University offers employment or promotion to individuals with disabilities;
6. The "Massachusetts Commission Against Discrimination (MCAD) Guidelines on Employing the Handicapped" shall be widely disseminated, explained to search committees, and used as the basis for determining and designing reasonable accommodation strategies for disabled persons;
7. The brochure "Accommodating Disabled Students" is published by the AA/EO Office and distributed to students and employees.

### **Reasonable Accommodation and Academic Adjustment Policy**

The University recognizes its obligation to provide access for individuals with disabilities. When requested, reasonable accommodations are provided for qualified individuals with



disabilities to enable successful performance in various employment settings. The University will also provide academic adjustments for qualified students with disabilities when requested and when such adjustments are appropriate. Requests for information concerning reasonable accommodation and academic adjustments, the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities should be directed to the AA/EO Office, Disability Services, Learning Disabled Students Services, or the Program for Students with Psychological Disabilities, whichever is most appropriate.

### **Interpreting the Legal Requirements**

The Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, define an individual with a disability as any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.

The Associate Chancellor for Affirmative Action and Equal Opportunity has been assigned as the "503 and 504 Coordinator" as well as the "Americans With Disabilities Act (ADA) Coordinator." To assist the Associate Chancellor in these responsibilities, an ADA Compliance Officer has been appointed to the AA/EO staff. The ADA Compliance Officer is responsible for the day-to-day operation and coordination of all campus-wide efforts for prospective students, applicants for employment, and current students and employees who are disabled. As required by the ADA, an ADA Programmatic Self Evaluation has been completed for the campus and is on file in the AA/EO office.

The AA/EO Office also works cooperatively with the Training and Development Program in the Human Resources Division to provide ADA training for University employees and supervisors. The briefing provided by the AA/EO Office to search committees includes information on policy and procedures for hiring and accommodating persons with disabilities. The AA/EO Office also works in close coordination with the Director of Disability Services in the Division of Student Affairs as well as with the Director of Learning Disabled Student Services in the Division of Academic Affairs.

### **Disability Services**

Disability Services was established in 1973 to provide special support services and advocacy for academically qualified physically disabled students and staff. Disability Services provides services to deaf, blind, and mobility impaired students and staff including interpreters, transportation, test accommodations and tutors. The office provides technical assistance to supervisors regarding reasonable accommodation for disabled employees. Disability Services is located in 231 Whitmore.

### **Office of Learning Disabled Student Services**

The director and staff of the Office of Learning Disabled Student Services collaborate with the Undergraduate Admissions Office, the New Students Program and the Graduate School Administration Office, on all matters related to the application and admission of learning disabled students. The director reviews the diagnostic information available on learning disabled students and provides curricular advice to learning disabled students and to the college and department advisers who counsel these students. The director also conducts procedures for the Foreign Language Board concerning the foreign language requirements in the College of Arts and Sciences. Case management, tutorial services, and test accommodations are available for undergraduate and graduate students as necessary. The main office is located in 321 Berkshire House.



## **Program for Students with Psychological Disabilities**

The Program for Students with Psychological Disabilities was established in 1992 to provide academic support services for students with psychological disabilities. Services include designing and assistance in implementing reasonable accommodations to meet the academic requirements of the University. Such support is provided through a case management model where each student eligible for service is assigned a case manager. The office for this program is located in 123 Berkshire House.

## **Elimination of Architectural Barriers**

In 1978, the University, in accordance with federal requirements, conducted a self-evaluation of all physical facilities on the campus with an eye towards full accessibility. The resulting document known internally as the "Transition Plan" has been used as an index to needed changes across the campus. The University has made changes where time, circumstances, and funds allow.

In 1990, the Americans with Disabilities Act (ADA) was enacted into law. As one part of compliance with this legislation, the University was required to complete a transition plan as regards accessibility for persons with disabilities which describes program accessibility and includes site considerations, identification of obstacles, and a detailed description of methods to achieve accessibility. To meet this requirement, the University's Physical Plant department hired a consultant through the bidding process. The campus' Architectural Access Board, under the auspices of the Vice Chancellor for Administration and Finance, will review this document and assist in developing priorities for implementation.

In addition to relying on its own resources, the University calls upon the expertise and financial assistance of state and federal agencies. As specific architectural barriers are identified, Capital Outlay Requests are made to the Massachusetts Department of Capital Planning and Operations. Other agencies consulted include:

- Massachusetts Commission for the Deaf
- Massachusetts Commission for the Blind
- Massachusetts Council on the Disabled
- Job Accommodation Network (JAN) of the President's Commission on the Handicapped

## **AFFIRMATIVE ACTION FOR DISABLED VETERANS AND VETERANS OF THE VIETNAM-ERA**

### **Policy**

The University of Massachusetts Amherst will not discriminate against any employee or applicant for employment because he or she is a disabled veteran or a Vietnam-era veteran. Furthermore, the University of Massachusetts Amherst agrees to take affirmative action to employ, advance in employment and otherwise treat qualified special disabled veterans and Vietnam-era veterans without discrimination based on their disability or veteran status in all employment practices.

## Procedures

Identification of Veteran Status. All applicants for professional and classified positions are invited to complete a voluntary self-identification form indicating applicable veteran status. The "Applicant Source Pool Data Sheet" is included in the application packet for classified positions. Applicants for professional positions are requested to provide similar information on the "Equal Employment Opportunity Information Request" form. Information regarding veteran status is not available to the search committee until it is ready to consider affirmative action goals in the selection process.

Workforce Representation. Campus-wide representation of veterans and persons with disabilities including disabled veterans is monitored by the AA/EO Office.

Accommodation to Physical and Mental Limitations. The University makes reasonable accommodations to the physical and mental limitations of disabled veterans.

Compensation. The University does not reduce the compensation offered to a veteran because she or he receives disability income, pension or other benefits as a result of military service.

Recruitment and Outreach. Vacancy announcements are sent weekly to the Departments of Employment Security in Western Massachusetts. The University sends written notification to all subcontractors, vendors, and suppliers that it takes seriously its requirement to provide affirmative action to protected groups of veterans.

Support Services. The Veteran Assistance and Counseling Service (Mobile Unit #5, 413-545-0939) assists veteran students with gaining access to vocational rehabilitation, tuition exemption, health care, and other services for which the individual veteran may be eligible.

## PROGRAM TO COMBAT DISCRIMINATION ON THE BASIS OF AGE

The University prohibits discrimination on the basis of age in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Language which prohibits discrimination based on age is contained in University affirmative action policies, statements and nondiscrimination clauses contained in collective bargaining agreements. To prevent the consideration of age in the applicant selection process for classified positions, applicant age is not provided to hiring officials on applicant profile summaries. Hiring officials are informed through the Search Procedures: Faculty & Professional Staff that any pre-employment inquiry which implies a preference for employees under age 40 is unfair and illegal.

## PROGRAM TO COMBAT DISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION

The University, by including sexual orientation in its nondiscrimination statement, does not endorse a particular lifestyle, nor does it require preferential treatment or affirmative action for those with a particular sexual orientation.

It is important to note that language which prohibits discrimination based on sexual orientation is contained in the MSP, USA/MTA, AFSCME, SEIU, and GEO contracts. The Code of Student Conduct clearly prohibits students from harassing other members of the campus community on the basis of sexual orientation. The Affirmative Action and Equal Opportunity Office, in conjunction with other appropriate offices on campus, will vigorously investigate and take appropriate action in cases where discrimination based on sexual orientation occurs.

The campus community will be informed annually of its obligation concerning nondiscrimination through published media.



## PROGRAM TO COMBAT DISCRIMINATION ON THE BASIS OF RELIGION

The University prohibits discrimination against employees or applicants for employment and in the admission or treatment of students because of religion or national origin. The University provides reasonable accommodation for religious observance. Each employee receives three personal days a year to accommodate, among other things, religious practices. Employees may also use annual leave to observe religious holidays that are not legal holidays. Other requests for religious accommodation will be honored so long as they do not cause undue hardship in carrying out the university mission nor violate the rights of other employees.

## GRIEVANCE PROCEDURES

The University has established a system of grievance procedures to address complaints of alleged discrimination based on race, sex, sexual orientation, color, religion, creed, age, marital status, national origin, veteran status, and disability. Grievants are encouraged to resolve complaints informally by working with the relevant parties and administrators. The Ombuds Office and the Dean of Students Office together with the AA/EO Office are available to assist in this resolution process. Formal charges of discrimination should be directed to the campus AA/EO Office, 305 Whitmore Administration Building, (413) 545-3464. A copy of the University's Grievance Policy and Procedures is included in Appendix H.

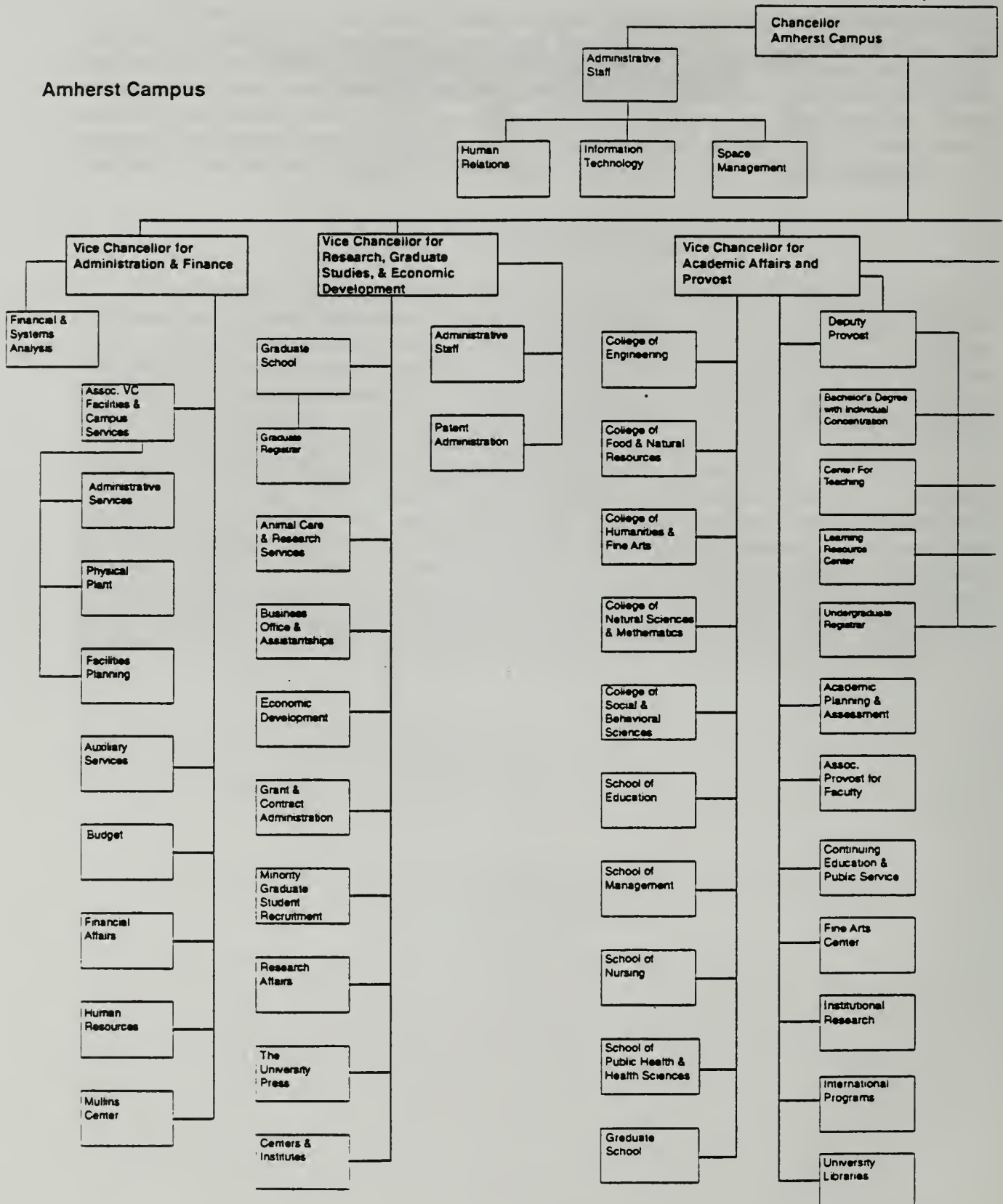
The University has a separate Sexual Harassment Grievance Procedure to address complaints of sexual harassment, and provides both informal and formal methods for complaint resolution. Informal attempts may involve consultations at the department level, or mediation through the Ombuds Office, Mediation Project, or other appropriate agency. Complaints involving students as respondents would normally be handled through the Dean of Students Office, under the Code of Student Conduct. Formal charges of sexual harassment should be directed to the AA/EO Office. The Sexual Harassment Policy is included in Appendix F.

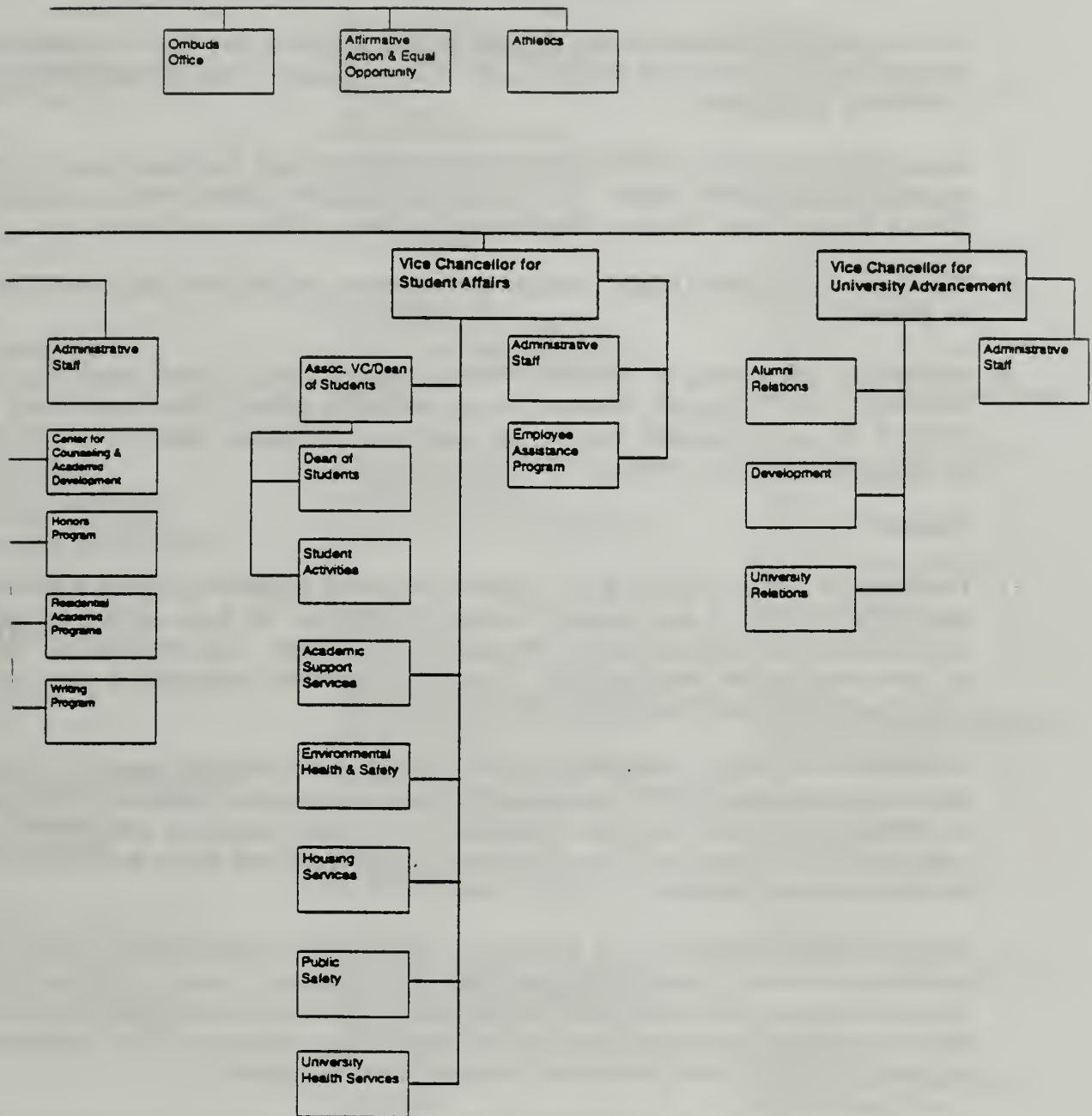


## Appendix A

### UNIVERSITY OF MASSACHUSETTS AMHERST ORGANIZATIONAL UNIT SUMMARY

# Amherst Campus





Effective February 1, 1994

University of Massachusetts Amherst • Office of Institutional Research (OIR)



## Appendix B

### PROTECTED CATEGORIES OF PERSONS REQUIRING EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EFFORTS

- **Native American/Alaskan Native.** Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
- **Asian/Pacific Islander.** Persons having origins in the Far East, Southeast Asia, the Indian sub-continent or Pacific Islands. These areas include, China, Japan, Korea, the Philippine Islands, Samoa, India, Pakistan, Bangladesh, Sri Lanka, Sikkim, and Bhutan.
- **Black, not of Hispanic Origin.** Persons having origins in any of the Black racial groups in Africa.
- **Hispanic.** All persons of Mexican, Puerto Rican, Cuban, Central American, South American, or other Spanish culture or origin, regardless of race. Persons who may have adopted the Spanish culture but are not otherwise of Spanish origin are to be treated according to their racial identity.
- **Women.**
- **Disabled.** A person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. "Life activities" are defined as those which affect employability. "Substantially limits" means the degree that the impairment affects employability.
- **Vietnam-era Veteran.** A veteran, any part of whose active military, naval or air service was during the period 8/5/64 through 5/7/75, who (1) served on active duty for a period of more than 180 days and was discharged or released therefrom with other than a dishonorable discharge, or (2) was discharged or released from active duty because of a service connected disability.
- **Special Disabled Veteran.** (1) a veteran who is entitled to compensation under the laws administered by the Veterans Administration for a disability (a) rated at 30% or more, or (b) rated at 10% or 20% in the case of a veteran who has been determined under 38 U.S.C. § 1506 to have a serious employment handicap, or (2) a person who was discharged or released from active duty because of a service-connected disability.
- **Other Disabled Veteran.** A disabled veteran who does not fall in the special disabled category.
- **Persons Age 40 and above.** (Equal Employment Opportunity Only)
- **Gay, Lesbian & Bisexual.** (Equal Employment Opportunity Only)

NOTE: Information regarding membership in protected categories is based on voluntary, self-disclosed information.

## Appendix C

### EEO-6 Job Categories and University Job Groups

**EEO-6 CATEGORY 1**  
**EXECUTIVE/ADMINISTRATIVE/**  
**/MANAGERIAL (EAM)**

JOB GROUP 1  
EAM-A  
CHANCELLOR  
DEPUTY CHANCELLOR  
PROVOST  
VICE CHANCELLOR

JOB GROUP 2  
EAM-B  
DEAN  
MAJOR DIVISION HEAD

JOB GROUP 3  
EAM-C  
ASSOCIATE DEAN  
ASSISTANT DEAN  
ASSOCIATE PROVOST  
ASSOCIATE VICE CHANCELLOR  
ASSISTANT VICE CHANCELLOR  
EXECUTIVE LEVEL ADMINISTRATOR

JOB GROUP 4  
EAM-D  
MAJOR DEPARTMENT HEAD

**EEO-6 CATEGORY 2**  
**FACULTY**

JOB GROUP 1<sup>A</sup>  
REGULAR FACULTY, BY DEPARTMENT  
PROFESSOR  
ASSOCIATE PROFESSOR  
ASSISTANT PROFESSOR  
INSTRUCTOR

JOB GROUP 2<sup>B</sup>  
OTHER FACULTY, BY DEPARTMENT  
LECTURER  
VISITING PROFESSOR  
VISITING ASSOCIATE PROFESSOR  
VISITING ASSISTANT PROFESSOR  
VISITING LECTURER

**EEO-6 CATEGORY 3**  
**PROFESSIONAL NON-FACULTY**

JOB GROUP 1  
ADMINISTRATIVE  
AA/EO, AUDITORS, BUDGET,  
CONTROLLERS, FISCAL MANAGEMENT,  
GRANTS/CONTRACTS, HUMAN  
RESOURCES, PROGRAM  
ADMINISTRATORS, PURCHASING,  
RETAIL MANAGERS

JOB GROUP 2  
EDUCATION/TRAINING  
ATHLETIC COACHES, COUNSELORS,  
DAYCARE, PLACEMENT, RESIDENTIAL  
EDUCATION, SPECIAL SERVICES,  
TRAINERS

JOB GROUP 3  
INSTITUTIONAL RELATIONS  
CONFERENCE SERVICES,  
DEVELOPMENT, EDITORS,  
FUNDRAISING, PUBLICATIONS, SPECIAL  
EVENTS

JOB GROUP 4  
LIBRARY  
LIBRARIAN II-IV

JOB GROUP 5  
RESEARCH/POST-DOCTORATES  
POSTDOCTORAL RESEARCH ASSOCIATE  
RESEARCH FELLOW  
SENIOR POSTDOCTORAL RESEARCH  
ASSOCIATE  
SENIOR RESEARCH FELLOW

JOB GROUP 6  
PATIENT CARE-A  
NURSES AND MEDICAL DOCTORS

JOB GROUP 7  
TECHNICAL  
ANALYSTS, ARCHITECTS, COMPUTER  
PROGRAMMERS, DPC, ENGINEERS, FINE  
ARTS CENTER OPERATIONS,  
LABORATORY, OPERATORS,  
TECHNICIANS

JOB GROUP 8  
PROFESSIONAL NON-FACULTY - NOT  
OTHERWISE SPECIFIED  
STAFF ASSISTANT  
STAFF ASSOCIATE

JOB GROUP 9  
PATIENT CARE-B  
DENTAL, MENTAL HEALTH,  
OPTOMETRY, PHARMACY, PHYSICAL  
THERAPY

**EEO-6 CATEGORY 4**  
**SECRETARIAL/CLERICAL**

JOB GROUP 1  
ADMINISTRATIVE SUPPORT  
ADMINISTRATIVE ASSISTANT I, II  
ASSISTANT MANAGER  
CLERK IV, V  
DEPARTMENTAL ASSISTANT  
INFORMATION OFFICER I  
REPRODUCTIVE SERVICES SUPERVISOR

JOB GROUP 2  
SECRETARIES, CLERKS, TYPISTS  
CLERICAL ASSISTANT  
CLERK I-III  
LIBRARY ASSISTANT I-III  
LIBRARIAN I  
MEDICAL RECORDS CLERK  
MEDICAL SECRETARY  
STATISTICAL CLERK I  
STENOGRAPHER I, II  
TYPIST I, II

JOB GROUP 3  
COMPUTER EQUIPMENT OPERATORS  
EDP CONTROL CLERK II  
EDP ENTRY OPERATOR I-III

JOB GROUP 4  
FINANCIAL RECORDS  
BOOKKEEPER I, II  
RECEIVING TELLER I, II

JOB GROUP 5  
DUPLICATING, MAIL  
MAIL CLERK II  
OFFSET DUPL. MACHINE OPERATOR I, II

JOB GROUP 6  
COMMUNICATION EQUIPMENT  
OPERATORS  
COMMUNICATION DISPATCHER II  
TELEPHONE OPERATOR I  
TELEPHONE OPERATOR II

JOB GROUP 7  
SALES  
SALES CLERK I-III  
STOREKEEPER II-IV

<sup>A</sup> Includes Department Chair/Head and Division Head

<sup>B</sup> Also includes post-retirement faculty with regular titles and non-tenure-track faculty with regular titles.

Note: Job group divisions are based on the nature of job content and do not imply a hierarchy.



**EEO-6 CATEGORY 5**  
**TECHNICAL/PARAPROFESSIONAL**

**JOB GROUP 1**

**SCIENCE TECHNICIANS**  
ANIMAL CARETAKER I, II  
EXTENSION TECHNICIAN  
LABORATORY ASSISTANT  
LABORATORY TECHNICIAN I  
RESEARCH ASSISTANT  
RESEARCH ASSOCIATE  
TECHNICAL ASSISTANT I, II  
TECHNICAL SPECIALIST I, II

**JOB GROUP 2**

**COMPUTER TECHNICIANS**  
ASST MANAGER, COMPUTER  
OPERATORS  
EDP PROGRAMMER I-III  
EDP SYSTEMS ANALYST III  
ELECTRONIC COMPUTER OPERATOR I, II

**JOB GROUP 3**

**ENGINEERING & RELATED**  
CONSTRUCTION ESTIMATOR  
DRAFTSMAN  
ENGINEERING AIDE I  
ENGINEERING DRAFTSMAN I

**JOB GROUP 4**

**OTHER TECHNICIAN**  
AUDIO-VISUAL EQUIPMENT  
TECHNICIAN I, II  
DESIGN ILLUSTRATOR  
GRAPHIC ARTS TECHNICIAN I  
PHOTO TECHNICIAN I

**JOB GROUP 5**

**SCIENCE PARAPROFESSIONALS**  
BACTERIOLOGIST I  
CHEMIST I, II  
PHARMACIST I

**JOB GROUP 6**

**BUSINESS & RELATED**  
ACCOUNTANT I-III  
BUYER I, II

**JOB GROUP 7**

**HEALTH SERVICES**  
DENTAL ASSISTANT  
DIETICIAN I  
LICENSED PRACTICAL NURSE  
NURSING ASSISTANT I, II  
NUTRITION AIDE  
PHYSICAL THERAPIST ASSISTANT  
SUPERVISOR, NUTRITION AIDE  
X-RAY TECHNICIAN I

**JOB GROUP 8**

**PROTECTIVE SERVICES**  
FIRE & SAFETY OFFICER  
UNIV POLICE LIEUTENANT  
UNIV POLICE OFFICER  
UNIV POLICE SERGEANT

**EEO-6 CATEGORY 6**  
**SKILLED CRAFTS**

**JOB GROUP 1**

**MECHANICS & REPAIRERS**  
ELECTRONICS TECHNICIAN I  
ELEVATOR REPAIRMAN  
LOCKSMITH  
MAINTENANCE MAN  
MAINTENANCE WORKING FORMAN  
MOTOR EQUIPMENT MECHANIC I-IV

**JOB GROUP 2**

**CONSTRUCTION TRADES, SUPERVISORS**  
ASST. PLUMBER & STEAMFITTER  
FOREMAN  
CARPENTER II  
CONTROL SYSTEMS SPECIALIST  
ELECTRICIAN II  
INST MAINTENANCE FOREMAN  
MASON FOREMAN  
METAL WORKER II  
PAINTER II  
PLUMBER & STEAMFITTER II

**JOB GROUP 3**

**CONSTRUCTION TRADES, NON-  
SUPERVISORY**  
APPRENTICE I-IV  
CARPENTER I  
ELECTRICIAN I  
FLOOR COVERING INSTALLER &  
REPAIRER I, II  
MASON  
PAINTER I  
PLUMBER & STEAMFITTER I  
RECREATION FACILITIES REPAIRER  
SIGN PAINTER & LETTERER I  
STEAMFITTER  
TRADES WORKER  
UPHOLSTERER

**JOB GROUP 4**

**METAL WORKERS**  
MACHINIST I  
METAL WORKER I

**JOB GROUP 5**

**PLANT & SYSTEM OPERATION**  
FIRST CLASS POWER PLANT ENGINEER  
POWER PLANT ATTENDANT  
SECOND CLASS POWER PLANT  
ENGINEER  
STEAM FIREMAN

**EEO-6 CATEGORY 7**  
**SERVICE/MAINTENANCE**

**JOB GROUP 1**

**FOOD PREPARATION & SERVICE**  
ASSISTANT FOODS MANAGER  
ASSISTANT SNACK BAR MANAGER  
BAKER I, II  
CHIEF STEWARD  
COOK I-III  
DIETARY WORKER I  
DINING HALL SUPERVISOR  
DINING ROOM ATTENDANT  
HEAD BAKER  
HEAD BEVERAGE SERVER  
HEAD DISHROOM ATTENDANT  
SNACK BAR MANAGER

**JOB GROUP 2**

**CLEANING & BUILDING SERVICE**  
ACCOMMODATION SERVICES NIGHT  
MANAGER  
CUSTODIAL AREA SUPERVISOR  
FACILITY SERVICE WORKER I, II  
GAMES MANAGER  
JANITOR  
LAUNDERER I-III  
MAINTAINER I-III  
MAINTENANCE EQUIPMENT OPERATOR  
SKILLED LABORER  
STUDENT HOUSING OFFICER  
SUPERVISOR OF ACCOMMODATION  
SERVICES  
SUPERVISOR OF JANITORS

**JOB GROUP 3**

**MOTOR VEHICLE OPERATORS**  
CHAUFFEUR  
MOTOR TRUCK DRIVER

**JOB GROUP 4**

**FARMING AND FORESTRY**  
ASSISTANT TO FARM SUPERINTENDENT  
FARM SUPERINTENDENT  
FARM WORKER I, II  
FORESTER  
HORSEMAN  
HEAD OF GROUNDS SERVICE SECTION  
STABLEMAN I  
SUPERINTENDENT OF GROUNDS  
TREE CLIMBER

**JOB GROUP 5**

**GUARDS, INSTITUTIONAL**  
INSTITUTIONAL SECURITY OFFICER  
II, III  
HEAD PARKING GARAGE ATTENDANT  
PARKING CONTROL OFFICER I  
PARKING GARAGE ATTENDANT  
PARKING METER SERVICE ATTENDANT



# Appendix D

## WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA 3/31/94

### EXECUTIVE AREA: Chancellor

	Total Employees #	Female #	%	Total Minorities #	%	Black #	%	Asian/ Pac. Islr. #	%	American Indian #	%	Hispanic #	%	Veteran #	Disabled #
<b>EEO-6 Category 1: Executive/Administrative/Managerial (EAM)</b>															
1.1 EAM A	2	1	50.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0
1.3 EAM C	6	2	33.3	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0	0	1
1.4 EAM D	4	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
<b>EEO-6 Category 2: Faculty</b>															
2.1 Regular Faculty	2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
2.2 Other Faculty	3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
<b>EEO-6 Category 3: Professional/Non-Faculty</b>															
3.1 Administrative	21	10	47.6	3	14.3	2	9.5	0	0.0	0	0.0	1	4.8	1	0
3.2 Education/Training	49	16	32.7	5	10.2	3	6.1	0	0.0	0	0.0	2	4.1	1	0
3.3 Institutional Relations	2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
3.7 Technical	38	19	50.0	3	7.9	0	0.0	1	2.6	0	0.0	2	5.3	2	0
<b>EEO-6 Category 4: Secretarial/Clerical</b>															
4.1 Administrative Support	19	10	52.6	2	10.5	1	5.3	0	0.0	0	0.0	1	5.3	0	0
4.2 Secretaries, Clerks, Typists	32	31	96.9	2	6.3	1	3.1	1	3.1	0	0.0	0	0.0	0	0
4.3 Comp. Equip. Oper.	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.4 Financial Records	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.6 Communication Equip. Oper.	8	7	87.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.7 Sales	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0

Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA

3/31/94

EXECUTIVE AREA: Chancellor

		Total Employees #	Female #	Female %	Total Minorities #	Total Minorities %	Black #	Black %	Asian/ Pac. Islr. #	Asian/ Pac. Islr. %	American Indian #	American Indian %	Hispanic #	Hispanic %	Veteran #	Disabled #
<b>EEO-6 Category 5: Technical/Paraprofessional</b>																
5.1	Science Technicians	4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0
5.2	Computer Technicians	9	3	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
<b>EEO-6 Category 6: Skilled Crafts</b>																
6.1	Mechanics & Repairers	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
6.2	Construction Trades, Superv.	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
6.3	Construction Trades, Non-Superv.	7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0
<b>EEO-6 Category 7: Service/Maintenance</b>																
7.2	Cleaning & Building Services	9	2	22.2	3	33.3	0	0.0	2	22.2	1	11.1	0	0.0	0	0
<b>TOTAL</b>		220	103	46.8	20	9.1	9	4.1	4	1.8	1	0.1	6	2.7	7	1

Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA  
3/31/94

EXECUTIVE AREA: Academic Affairs

	Total Employees		Female		Total Minorities		Black		Asian/ Pac. Islr.		American Indian		Hispanic		Veteran		Disabled	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
EEO-6 Category 1: Executive/Administrative/Managerial (EAM)																		
1.1 EAM A	1		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
1.2 EAM B	11		4	36.4	1	9.1	1	9.1	0	0.0	0	0.0	0	0.0	0	0	1	1
1.3 EAM C	17		5	29.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
1.4 EAM D	4		1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	1	25.0	0	0	0	0
EEO-6 Category 2: Faculty																		
2.1 Regular Faculty	1,129		250	22.1	145	12.8	43	3.8	57	5.0	5	0.4	40	3.5	24	2.1	5	0.4
2.2 Other Faculty	276		119	43.1	21	7.6	9	3.3	9	3.3	0	0.0	3	1.1	7	2.5	1	0.4
EEO-6 Category 3: Professional Non-Faculty																		
3.1 Administrative	124		100	80.6	7	5.6	5	4.1	1	0.8	0	0.0	1	0.8	2	1.6	1	0.8
3.2 Education/Training	153		106	69.3	10	6.5	6	3.9	0	0.0	0	0.0	4	2.6	6	3.9	2	1.3
3.3 Institutional Relations	23		18	78.3	2	8.7	0	0.0	2	8.7	0	0.0	0	0.0	0	0	0	0
3.4 Library	45		28	62.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	4.4	0	0
3.5 Research/Post-Doctorates	109		40	36.7	33	30.3	1	0.9	30	27.5	1	0.9	1	0.9	0	0	0	0
3.7 Technical	167		50	29.9	15	9.0	2	1.2	12	7.2	0	0.0	1	0.6	8	4.8	0	0
3.8 Other	2		1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0	0	0
3.9 Patient Care-B	6		3	50.0	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0	0	0	0	0
EEO-6 Category 4: Secretarial/Clerical																		
4.1 Administrative Support	127		97	76.4	11	8.7	3	2.4	6	4.7	0	0.0	2	1.6	1	0.8	0	0
4.2 Secretaries, Clerks, Typists	422		397	94.1	16	3.8	8	1.9	4	0.9	1	0.2	3	0.7	4	0.9	4	0.9



Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA  
3/31/94

EXECUTIVE AREA: Academic Affairs

	Total Employees	Total		Female	Total Minorities		Black		Asian/ Pac. Isldr.		American Indian		Hispanic		Veteran Disabled	
	#	#	%	#	#	%	#	%	#	%	#	%	#	%	#	%
4.3 Computer Equipment Operators	11	9	81.8	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	1
4.4 Financial Records	23	21	91.3	1	4.3		0	0.0	1	4.3	0	0.0	0	0.0	0	0
4.5 Duplicating, Mail	4	1	25.0	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.6 Communication Equip. Oper.	2	2	100.0	1	50.0		1	50.0	0	0.0	0	0.0	0	0.0	0	0
4.7 Sales Clerks	3	0	0.0	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	0

EEO-6 Category 5: Technical/Paraprofessional

5.1 Science Technicians	118	49	41.5	5	4.2		0	0.0	5	4.2	0	0.0	0	0.0	4	1
5.2 Computer Technicians	7	2	28.6	1	14.3		1	14.3	0	0.0	0	0.0	0	0.0	0	0
5.4 Other Technical	10	3	30.0	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	1	0
5.5 Science Paraprofessionals	4	3	75.0	1	25.0		0	0.0	1	25.0	0	0.0	0	0.0	0	1
5.6 Business & Related	3	2	66.7	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	0
5.7 Health Services	25	23	92.0	8	32.0		4	16.0	1	4.0	0	0.0	3	12.0	0	0

EEO-6 Category 6: Skilled Crafts

6.1 Mechanics & Repairers	2	0	0.0	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	0
6.3 Construction Trades, Non-Superv.	5	0	0.0	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	1	0

EEO-6 Category 7: Service/Maintenance

7.2 Cleaning & Building Services	1	1	100.0	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	1
7.3 Motor Vehicle Operators	1	1	100.0	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	0
7.4 Farming & Forestry	7	1	14.3	0	0.0		0	0.0	0	0.0	0	0.0	0	0.0	1	0

TOTAL

2,842	1,337	47.0	282	9.9		86	3.0	129	4.5	7	0.0	60	2.1	61	18	
-------	-------	------	-----	-----	--	----	-----	-----	-----	---	-----	----	-----	----	----	--

# Appendix D (Cont.)

## WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA 3/31/94

### EXECUTIVE AREA: Student Affairs

	Total Employees #	Female #	Female %	Total Minorities #	Total Minorities %	Black #	Black %	Asian/ Pac. Isdr. #	Asian/ Pac. Isdr. %	American Indian #	American Indian %	Hispanic #	Hispanic %	Veteran #	Disabled #
EEO-6 Category 1: Executive/Administrator/Managerial (EAM)															
1.1 EAM A	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
1.2 EAM B	7	2	28.6	2	28.6	2	28.6	0	0.0	0	0.0	0	0.0	0	0
1.3 EAM C	4	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
1.4 EAM D	22	13	59.1	10	45.5	5	22.7	2	9.1	0	0.0	3	13.6	4	1

### EEO-6 Category 3: Professional/Non-Faculty

3.1 Administrative	54	35	64.8	7	13.0	1	1.9	2	3.7	0	4	7.4	2	0
3.2 Education/Training	111	82	73.9	40	36.0	17	15.3	6	5.4	2	1.8	13.5	2	1
3.3 Institutional Relations	3	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0
3.6 Patient Care-A	53	42	79.2	1	1.9	1	1.9	0	0.0	0	0	0.0	2	2
3.7 Technical	35	14	40.0	1	2.9	0	0.0	1	2.9	0	0	0.0	3	0
3.9 Patient Care-B	31	18	58.1	4	12.9	3	9.7	0	0.0	0	1	3.2	0	0

### EEO-6 Category 4: Secretarial/Clerical

4.1 Administrative Support	22	21	95.5	3	13.6	2	9.1	1	4.5	0	0	0.0	0	0
4.2 Secretaries, Clerks, Typists	111	103	92.8	8	7.2	5	4.5	1	0.9	1	0.9	0.9	0	0
4.3 Computer Equip. Oper.	15	12	80.0	1	6.7	1	6.7	0	0.0	0	0	0.0	1	0
4.4 Financial Records	6	4	66.7	0	0.0	0	0.0	0	0.0	0	0	0.0	1	0
4.6 Communication Equip. Oper.	7	6	85.7	1	14.3	0	0.0	0	0.0	0	1	14.3	0	0
4.7 Sales Clerks	2	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0

Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA

3/31/94

EXECUTIVE AREA: Student Affairs

	Total Employees #	Female #	Female %	Total Minorities #	Total Minorities %	Black #	Black %	Asian/ Pac. Islr.		American Indian		Hispanic #	Hispanic %	Veteran #	Disabled #
								#	%	#	%				
EEO-6 Category 5: Technical/Paraprofessional															
5.1 Science Technicians	6	6	100.0	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0	0	0
5.2 Computer Technicians	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
5.5 Science Paraprofessionals	7	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
5.6 Business & Related Paraprof.	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
5.7 Health Serv. Paraprof.	34	32	94.1	3	8.8	2	5.9	0	0.0	0	0.0	1	2.9	0	0
5.8 Protective Serv. Paraprof.	60	8	13.3	6	10.0	4	6.7	0	0.0	0	0.0	2	3.3	2	0
EEO-6 Category 6: Skilled Crafts															
6.1 Mechanics & Repairers	4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
6.2 Construction Trades, Superv.	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
6.3 Construction Trades, Non-Superv.	42	3	7.1	2	4.8	1	2.4	0	0.0	1	2.4	0	0.0	5	0

**EEO-6 Category 7: Service/Maintenance**

7.1 Food Preparation & Service	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
7.2 Cleaning & Building Service	179	84	46.9	24	13.4	8	4.5	9	5.0	1	0.6	6	3.4	8	6
7.3 Motor Vehicle Operators	1	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0
7.5 Guards, Institutional	31	6	19.4	7	22.6	5	16.1	0	0.0	0	0.0	2	6.5	0	0
<b>TOTAL</b>	<b>853</b>	<b>506</b>	<b>59.3</b>	<b>122</b>	<b>14.3</b>	<b>59</b>	<b>6.9</b>	<b>22</b>	<b>2.6</b>	<b>5</b>	<b>0.6</b>	<b>36</b>	<b>4.2</b>	<b>30</b>	<b>10</b>



**WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA**  
3/31/94

**EXECUTIVE AREA: Administration & Finance**

	Total Employees		Female		Total Minorities		Black		Asian/ Pac. Isdr.		American Indian		Hispanic		Veteran		Disabled	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
EEO-6 Category 1: Executive/Administrative/Managerial (EAM)																		
1.1	EAM A	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0	0
1.2	EAM B	7	2	28.6	1	14.3	0	0.0	1	14.3	0	0.0	0	0.0	0	0	0	0
1.3	EAM C	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0
1.4	EAM D	13	3	23.1	1	7.7	1	7.7	0	0.0	0	0.0	0	0.0	2	1	1	1

**EEO-6 Category 3: Professional Non-Faculty**

3.1 Administrative	81	37	45.7	8	9.9	5	6.2	1	1.2	1	1.2	1	1.2	12	1
3.2 Education/Training	4	2	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
3.3 Institutional Relations	3	2	66.7	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0	0	0
3.7 Technical	49	11	22.4	5	10.2	1	2.0	3	6.1	0	0.0	1	2.0	4	0

**EEO-6 Category 4: Secretarial/Clerical**

4.1 Administrative Support	38	25	65.8	2	5.3	0	0.0	0	0.0	1	2.6	1	2.6	1	0
4.2 Secretaries, Clerks, Typists	138	129	93.5	11	8.0	2	1.4	3	2.2	0	0.0	6	4.3	3	3
4.3 Computer Equipment Operators	12	12	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.4 Financial Records	25	24	96.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.5 Duplicating, Mail	24	10	41.7	2	8.3	1	4.2	0	0.0	0	0.0	1	4.2	5	0
4.7 Sales Clerks	36	18	50.0	2	5.6	1	2.8	0	0.0	0	0.0	1	2.8	2	1

**EEO-6 Category 5: Technical/Paraprofessional**

5.1 Science Technicians	32	1	3.1	2	6.3	0	0.0	0	0.0	0	0.0	2	6.3	5	0
5.3 Engineering & Related	13	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0
5.4 Other Technicians	3	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
5.5 Science Paraprofessionals	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
5.6 Business & Related	7	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	1

Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA  
3/31/94

EXECUTIVE AREA: Administration & Finance

	Total Employees #	Female		Total Minorities		Black		Asian/ Pac. Islr.		American Indian		Hispanic		Veteran		Disabled	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
EEO-6 Category 6: Skilled Crafts																	
6.1 Mechanics & Repairers	52	2	3.8	1	1.9	0	0.0	0	0.0	1	1.9	0	0.0	6	11.5	1	1.9
6.2 Construction Trades, Superv.	11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6.3 Construction Trades, Non-Sup.	155	3	1.9	6	3.9	3	1.9	0	0.0	2	1.3	1	0.6	21	13.5	8	5.2
6.4 Metal Workers	13	0	0.0	2	15.4	1	7.7	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0
6.5 Plant & System Operations	16	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0	1	6.3	2	12.5	0	0.0
EEO-6 Category 7: Service/Maintenance																	
7.1 Food Preparation & Service	267	175	65.5	53	19.9	16	6.0	26	9.7	3	1.1	8	3.0	4	1.5	4	1.5
7.2 Cleaning & Building Service	334	67	20.1	33	9.9	8	2.4	10	3.0	2	0.6	13	3.9	19	5.7	10	3.0
7.3 Motor Vehicle Operators	12	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0
7.4 Farming & Forestry	2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7.5 Guards, Institutional	14	5	35.7	2	14.3	0	0.0	0	0.0	0	0.0	2	14.3	2	14.3	1	7.1
TOTAL	1,364	536	39.3	133	9.8	39	2.9	45	3.3	11	0.8	38	2.8	93	6.8	31	2.3

Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA  
3/31/94

EXECUTIVE AREA: University Advancement

		Total Employees #	Female #	%	Total Minorities #	%	Black #	%	Asian/ Pac. Islr. #	%	American Indian #	%	Hispanic #	%	Veteran #	Disabled #
EEO-6 Category 1: Executive/Administrative/Managerial (EAM)																
1.1	EAM A	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
1.2	EAM C	2	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0
1.4	EAM D	4	2	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
EEO-6 Category 3: Professional Non-Faculty																
3.1	Administrative	10	5	50.0	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	1	0
3.3	Institutional Relations	43	25	58.1	1	2.3	0	0.0	1	2.3	0	0.0	0	0.0	1	0
3.7	Technical	4	1	25.0	1	25.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0
EEO-6 Category 4: Secretarial/Clerical																
4.1	Administrative Support	3	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.2	Secretaries, Clerks, Typists	19	18	94.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.3	Computer Equip. Operators	3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	1
EEO-6 Category 5: Technical/Paraprofessional																
5.1	Science Technicians	2	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
TOTAL		91	57	62.6	4	4.4	2	2.2	2	2.2	0	0.0	0	0.0	2	1



Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA

3/31/94

EXECUTIVE AREA: Research and Graduate Studies

	Total Employees		Female #	Female %	Total Minorities		Black #	Black %	Asian/ Pac. Isldr.		American Indian #	Hispanic #	Hispanic %	Veteran #	Disabled #
	#	%			#	%			#	%					
EEO-6 Category 1: Executive/Administrative/Managerial (EAM)															
1.1 EAM A	1	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
1.3 EAM C	4	2	50.0	2	50.0	0	0.0	2	50.0	0	0.0	0	0.0	0	0
1.4 EAM D	5	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
EEO-6 Category 2: Faculty															
2.1 Regular Faculty	1	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
2.2 Other Faculty	1	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
EEO-6 Category 3: Professional/Non-Faculty															
3.1 Administrative	11	5	45.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0
3.2 Education/Training	3	2	66.7	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	0	0
3.3 Institutional Relations	8	4	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
3.5 Research/Post-Doctorates	1	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0
3.7 Technical	17	6	35.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0
3.8 Other	3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
EEO-6 Category 4: Secretarial/Clerical															
4.1 Administrative Support	6	6	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.2 Secretaries, Clerks, Typists	21	21	100.0	2	9.5	1	4.8	1	4.8	0	0.0	0	0.0	0	0
4.3 Computer Equip. Operators	9	8	88.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.4 Financial Records Clerks	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
4.7 Sales	1	0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	0	0	0

Appendix D (Cont.)

WORKFORCE REPRESENTATION OF PROTECTED GROUP MEMBERS  
BY UNIVERSITY JOB GROUP WITHIN EXECUTIVE AREA  
3/31/94

EXECUTIVE AREA: Research and Graduate Studies

		Total Employees #	Female #	%	Total Minorities #	%	Black #	%	Asian/ Pac. Islr. #	%	Indian #	%	American Hispanic #	%	Veteran #	Disabled #
EEO-6 Category 5: Technical/Paraprofessional																
5.1	Science Technicians	9	4	44.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
5.2	Computer Technicians	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
TOTAL		103	63	61.2	6	5.8	2	1.9	4	3.9	0	0.0	0	0.0	3	0
GRAND TOTAL		5,473	2,602	47.5	567	10.4	197	3.6	206	3.8	24	0.4	140	2.6	196	61

# Appendix E

## Workforce Representation by Racial/Ethnic Origin and Gender by EEO-6 Job Category and University Job Group 3/31/94

	Total Employees #	Male						Female									
		Total #	Black # %	Asian/ Pac. Isldr.		Native American		Total #	Black # %	Asian/ Pac. Isldr.		Native American		Total #	Black # %	Hispanic # %	
				#	%	#	%			#	%	#	%				#
EEO-6 Category 1: Executive/Administrative/Managerial (EAM)																	
1.1	EAM A	7	6	0 0.0	0 0.0	0 0.0	0 0.0	1	1 14.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
1.2	EAM B	26	18	2 7.7	1 3.8	0 0.0	0 0.0	8	1 3.8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
1.3	EAM C	34	21	2 5.9	0 0.0	0 0.0	0 0.0	13	0 0.0	2 5.9	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
1.4	EAM D	51	30	5 9.8	0 0.0	0 0.0	2 3.9	21	2 3.9	2 3.9	0 0.0	0 0.0	0 0.0	2 3.9	2 3.9	2 3.9	2 3.9
Category Total		118	75	9 7.6	1 0.8	0 0.0	2 1.7	43	4 3.4	4 3.4	0 0.0	0 0.0	0 0.0	2 1.7	2 1.7	2 1.7	2 1.7
EEO-6 Category 2: Faculty																	
2.1	Regular Faculty	1132	882	28 2.5	48 4.2	3 0.3	28 2.5	250	15 1.3	9 0.8	2 0.2	12 1.1	12 1.1	12 1.1	12 1.1	12 1.1	12 1.1
2.2	Other Faculty	280	161	8 2.9	6 2.1	0 0.0	2 0.7	119	1 0.4	3 1.1	0 0.0	1 0.4	1 0.4	1 0.4	1 0.4	1 0.4	1 0.4
Category Total		1412	1043	36 2.6	54 3.8	3 0.2	30 2.1	369	16 1.1	12 0.9	2 0.1	13 0.9	13 0.9	13 0.9	13 0.9	13 0.9	13 0.9
EEO-6 Category 3: Professional/Non-Faculty																	
3.1	Administrative	301	109	6 2.0	2 0.7	1 0.3	3 1.0	192	8 2.7	2 0.7	0 0.0	4 1.4	4 1.4	4 1.4	4 1.4	4 1.4	4 1.4
3.2	Education/Training	319	111	11 3.4	2 0.6	0 0.0	7 2.2	208	16 5.0	4 1.3	2 0.6	14 4.4	14 4.4	14 4.4	14 4.4	14 4.4	14 4.4
3.3	Institutional Relations	82	33	0 0.0	2 2.4	0 0.0	0 0.0	49	0 0.0	2 2.4	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
3.4	Library	45	17	0 0.0	0 0.0	0 0.0	0 0.0	28	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
3.5	Research/Post Doc.	110	70	0 0.0	27 24.5	0 0.0	0 0.0	40	1 0.9	3 2.7	1 0.9	1 0.9	1 0.9	1 0.9	1 0.9	1 0.9	1 0.9
3.6	Patient Care-A	53	11	0 0.0	0 0.0	0 0.0	0 0.0	42	1 1.9	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
3.7	Technical	311	210	2 0.6	13 4.2	0 0.0	4 1.3	101	1 0.3	5 1.6	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
3.8	Other	5	2	0 0.0	0 0.0	0 0.0	0 0.0	3	0 0.0	0 0.0	0 0.0	1 20.0	1 20.0	1 20.0	1 20.0	1 20.0	1 20.0
3.9	Patient Care-B	37	16	2 5.4	0 0.0	0 0.0	0 0.0	21	2 5.4	0 0.0	0 0.0	1 2.7	1 2.7	1 2.7	1 2.7	1 2.7	1 2.7
Category Total		1263	579	21 1.7	46 3.66	1 0.1	14 1.1	684	29 2.3	16 1.3	3 0.2	21 1.7	21 1.7	21 1.7	21 1.7	21 1.7	21 1.7



# Appendix E (Cont.)

## Workforce Representation by Racial/Ethnic Origin and Gender by EEO-6 Job Category and University Job Group 3/31/94

	Total Employees #	Male					Female				
		Total #	Black # %	Asian/ Pac. Islr. # %	Native American # %	Hispanic # %	Total #	Black # %	Asian/ Pac. Islr. # %	Native American # %	Hispanic # %
EEO-6 Category 4: Secretarial/Clerical											
4.1 Administrative Support	215	53	3 1.4	3 1.4	1 0.5	2 0.9	162	3 1.4	4 1.9	0 0.0	2 0.9
4.2 Sec., Clerks, Typists	743	44	2 0.3	1 0.1	1 0.1	3 0.4	699	15 2.0	9 1.2	1 0.1	7 0.9
4.3 Computer Equip. Oper.	51	8	1 2.0	0 0.0	0 0.0	0 0.0	43	0 0.0	0 0.0	0 0.0	0 0.0
4.4 Financial Records	56	5	0 0.0	0 0.0	0 0.0	0 0.0	51	0 0.0	1 1.8	0 0.0	0 0.0
4.5 Dup., Mail Clerks	28	17	1 3.6	0 0.0	0 0.0	0 0.0	11	0 0.0	0 0.0	0 0.0	1 3.6
4.6 Communic. Equip. Oper.	17	2	0 0.0	0 0.0	0 0.0	0 0.0	15	1 5.9	0 0.0	0 0.0	1 5.9
4.7 Sales	43	25	1 2.3	1 2.3	0 0.0	0 0.0	18	0 0.0	0 0.0	0 0.0	1 2.3
Category Total	1153	154	8 0.7	5 0.4	2 0.2	5 0.4	999	19 1.6	14 1.2	1 0.1	12 1.0
EEO-6 Category 5: Technical/Paraprofessional											
5.1 Science Technicians	171	110	0 0.0	2 1.2	0 0.0	2 1.2	61	1 0.6	3 1.8	0 0.0	0 0.0
5.2 Computer Technicians	18	11	1 5.6	0 0.0	0 0.0	0 0.0	7	0 0.0	0 0.0	0 0.0	0 0.0
5.3 Engineering & Related	13	11	0 0.0	0 0.0	0 0.0	0 0.0	2	0 0.0	0 0.0	0 0.0	0 0.0
5.4 Other Technicians	13	9	0 0.0	0 0.0	0 0.0	0 0.0	4	0 0.0	0 0.0	0 0.0	0 0.0
5.5 Science Paraprofess.	12	1	0 0.0	0 0.0	0 0.0	0 0.0	11	0 0.0	1 8.3	0 0.0	0 0.0
5.6 Business & Related	11	5	0 0.0	0 0.0	0 0.0	0 0.0	6	0 0.0	0 0.0	0 0.0	0 0.0
5.7 Health Services	59	4	2 3.4	0 0.0	0 0.0	0 0.0	55	4 6.8	1 1.7	0 0.0	4 6.8
5.8 Protective Services	60	52	4 6.7	0 0.0	0 0.0	2 3.3	8	0 0.0	0 0.0	0 0.0	0 0.0
Category Total	357	203	7 2.0	2 0.6	0 0.0	4 1.1	154	5 1.4	5 1.4	0 0.0	4 1.1

# Appendix E (Cont.)

## Workforce Representation by Racial/Ethnic Origin and Gender by EEO-6 Job Category and University Job Group 3/31/94

Total Employees #	Male					Female					
	Total #	Black # %	Asian/ Pac. Isldr. # %	Native American # %	Hispanic # %	Total #	Black # %	Asian/ Pac. Isldr. # %	Native American # %	Hispanic # %	
EEO-6 Category 6: Skilled Crafts											
6.1 Mechanics & Repairers	59	57	0 0.0	0 0.0	1 1.7	0 0.0	2	0 0.0	0 0.0	0 0.0	0 0.0
6.2 Const. Trades, Superv.	13	13	0 0.0	0 0.0	0 0.0	0 0.0	0	0 0.0	0 0.0	0 0.0	0 0.0
6.3 Const. Trades, Non-Sup.	209	203	4 1.9	0 0.0	3 1.4	1 0.5	6	0 0.0	0 0.0	0 0.0	0 0.0
6.4 Metal Workers	13	13	1 7.7	0 0.0	1 7.1	0 0.0	0	0 0.0	0 0.0	0 0.0	0 0.0
6.5 Plant & System Oper.	16	16	0 0.0	0 0.0	0 0.0	1 6.3	0	0 0.0	0 0.0	0 0.0	0 0.0
Category Total	310	302	5 1.6	0 0.0	5 1.6	2 0.7	8	0 0.0	0 0.0	0 0.0	0 0.0
EEO Category 7: Service/Maintenance											
7.1 Food Prep. & Service	269	92	8 3.0	10 3.7	2 0.7	5 1.9	177	8 3.0	16 5.9	1 0.4	3 1.1
7.2 Cleaning & Bldg Service	523	369	13 2.5	12 2.3	4 0.8	16 3.1	154	3 0.6	9 1.7	0 0.0	3 0.6
7.3 Motor Vehicle Operators	14	12	1 7.1	0 0.0	0 0.0	0 0.0	2	0 0.0	0 0.0	0 0.0	0 0.0
7.4 Farming & Forestry	9	8	0 0.0	0 0.0	0 0.0	0 0.0	1	0 0.0	0 0.0	0 0.0	0 0.0
7.5 Guards, Institutional	45	34	5 11.1	0 0.0	0 0.0	3 6.7	11	0 0.0	0 0.0	0 0.0	1 2.2
Category Total	860	515	27 3.1	22 2.6	6 0.7	24 2.8	345	11 1.3	25 2.9	1 0.1	7 0.8
GRAND TOTAL	5473	2871	113 2.1	130 2.4	17 0.3	81 1.5	2602	84 1.5	76 1.4	7 0.1	59 1.1

## **Appendix F**

### **University of Massachusetts Amherst**

#### **SEXUAL HARASSMENT POLICY**

##### **Preamble**

The University of Massachusetts Amherst is committed to providing faculty, staff and students with an environment where they may pursue their careers or studies without being sexually harassed. Sexual harassment, as here defined, is a violation of Title VII of the 1964 Civil Rights Act. For the purposes of this policy, it is defined as follows:

Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work; or 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment.

In determining whether an alleged incident constitutes sexual harassment, those entrusted with administering this policy will look at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of a suitable penalty will be made from a finding of fact on a case-by-case basis and from any record of previous sexual harassment by the respondent.

##### **Procedure**

The Office of Affirmative Action will be responsible for administering this policy and its procedures. The Director of Affirmative Action will serve as Chair of the Sexual Harassment Hearing Board. The University's Vice Chancellors will see that all supervisors on the Amherst campus receive information and training concerning sexual harassment and the responsibilities of supervisors when complaints are received.

##### **I. Purpose and Scope**

This grievance procedure is intended to provide a fair, prompt and reliable determination about whether the University's sexual harassment policy has been violated. It is available to anyone who, at the time of the alleged harassment, was either employed by or enrolled at the University of Massachusetts Amherst. No University employee or student is exempt from the jurisdiction of this policy.

In most instances, the complainant will be the victim of the alleged harassment. However, the University reserves the right to initiate a formal complaint against an employee



or student when the alleged victim is unwilling or unable to serve as a complainant, but is willing and able to serve as a witness. The Chair of the Sexual Harassment Board will determine when the University should press charges against a respondent and, in such instances, the Chair, with the approval of the Chancellor, will designate who will present the University's case.

As in any grievance procedure, justice requires that the legal rights as well as the right to academic freedom of the complainant and the respondent be fully assured. The University will make every effort to protect these rights and will undertake no action that threatens or compromises them.

This procedure is not intended to impair or limit the right of anyone to seek a remedy available under state or federal law. A complainant may file a complaint with an external agency to meet state and federal agency deadlines without jeopardizing his or her right to a University hearing. However, if a complainant seeks relief outside the University, the University will not be obliged to continue processing a grievance while the case is being considered by an outside agency or court.

If the respondent in a formal grievance is an undergraduate student, the Dean of Students will be notified, and a hearing process as described in the undergraduate Code of Student Conduct will be initiated. Graduate student respondents will be referred to the Dean of the Graduate School (or his or her designee) who will provide a hearing process analogous to the one described in the undergraduate Code of Student Conduct.

If the respondent is a member of the Chancellor's Staff, the Chancellor will serve the role described for the respondent's Vice Chancellor in this procedure.

## II. The Sexual Harassment Hearing Board

The Chancellor will appoint a Sexual Harassment Hearing Board of twenty-five members, each for a term of three years which may be renewed. The members will include at least: four faculty members, four members of the professional staff, four classified employees, four undergraduate students, and four graduate students. The Director of the Office of Affirmative Action will chair the board. Within ten working days of receiving a formal complaint, the Chair will name three members from the Board to constitute the Hearing Panel. At least one member of each Panel will be drawn from the complainant's and respondent's respective constituencies (that is, graduate or undergraduate student, faculty member, professional staff, or classified employee). The Chair will designate one member to serve as the Presiding Officer.

The members of the panel will act at all times to preserve confidentiality. Once each year, new panel members will participate in a workshop designed to educate them about the issues encompassing sexual harassment as well as to the procedures for conducting a sexual harassment hearing which are described below.

## III. Deadlines

A complainant will have twelve months following an incident to file a complaint unless he or she can show good reason (as determined by the Chair of the Sexual Harassment Board) for having that deadline waived. The people charged with administering this process will

endeavor to meet all deadlines, but failure to do so will not prevent the process from continuing. The complainant or the respondent must demonstrate to the Chair's satisfaction some prejudice stemming from a delay before this process will be stopped. Deadlines cited in this document are intended to serve as outside limits for actions to occur. In the interest of the parties concerned, all matters should be handled as expeditiously as possible.

If a respondent fails to answer a charge or to participate in a hearing concerning sexual harassment, his or her Vice Chancellor will be notified of that fact by the Chair of the Sexual Harassment Board. Failure to respond to a charge or to appear at a hearing will be considered a breach of an employee's or student's responsibility. Furthermore, a respondent will not prevent this process from proceeding by his or her silence or absence. Failure to respond may result in the hearing proceeding solely on the basis of the complainant's testimony and evidence.

A complainant may withdraw a charge after it has been filed, provided the respondent agrees to the withdrawal.

#### IV. Retaliation

No individual will be penalized by the University or by any person for participating in the procedures described here. Since retaliation is a violation of federal Civil Rights law concerning sexual harassment, any act of retaliation directed against either a complainant or a respondent will be subject to this grievance procedure. Complaints of retaliation should be addressed to the Chair of the Sexual Harassment Board, who will advise the grieving party of his or her rights in this manner. The Affirmative Action Office will assist the victim of retaliation in preparing a complaint which will then be processed in the same manner as a sexual harassment complaint.

#### V. Informal Process

Persons with sexual harassment complaints are encouraged to consult first with the Affirmative Action Office to learn about the options and resources available to them.

In some circumstances informal resolution of a complaint (prior to filing a grievance) may be more satisfactory than directly proceeding to a formal grievance. Agencies for informal resolutions may include, but are not limited to, any one or more of the following: consultation and action at the department level; mediation through the Ombuds Office, the Mediation Project or any other appropriate agency; advice and assistance of legal counsel; advice and assistance of the Department of Public Safety.

#### VI. Filing a Complaint

Any individual who chooses to file a formal sexual harassment complaint should do so in the Affirmative Action Office within twelve months of the incident. The Office will advise complainants about the formal grievance procedure as well as possible sanctions and forms of relief. When appropriate, the Office may also recommend counseling or other support services which provide victim assistance.



The Office will maintain a record of all complaints received, including complainants' and respondents' names, and the outcome of proceedings, including sanctions imposed. At the end of every academic year the Office will prepare an annual report of statistics and relevant commentary for the Executive Vice Chancellor. As far as possible, the report will contain no information which could lead to identification of the parties. The annual report will be available to faculty, staff and students upon request to the Executive Vice Chancellor.

## VII. Formal Procedure

A complainant may file a formal complaint immediately or may do so after efforts to each an informal settlement prove unsuccessful.

The complaint will be written on a standard form by the complainant with the assistance of the Affirmative Action Office; it will state clearly and concisely the complainant's description of the incident; it will also indicate any remedy sought. The complaint must be signed by the complainant. Remaining neutral, the Office will send the respondent a copy of the complaint within five working days after it is received. A copy of the complaint will also be sent to the respondent's Vice Chancellor.

The respondent will have ten working days to respond in writing. The Affirmative Action Office will be available to assist with the preparation of the response to the complaint. This statement, written on a standard form, will contain full and specific responses to each claim in the complaint, admitting, denying or explaining the complainant's allegations. The respondent must sign his or her statement which will then be appended to the original complaint. Within three working days, the Affirmative Action Office will forward both statements to the complainant, the respondent, the respondent's Vice Chancellor, and the Chair of the Sexual Harassment Board.

There will be two modes of resolution for formal complaints. A complaint may be settled through mediation or through a hearing. If the complainant and respondent agree to pursue mediation, they will be referred to the Ombudsperson. Remaining neutral, the Ombudsperson will consult and advise both the complainant and the respondent about the mediation process. If the Ombudsperson perceives any conflict of interest in the case, or upon request of either party, the Ombudsperson will name an alternate mediator who is acceptable to all parties.

If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to the Affirmative Action Office. If the mediation does not result in an agreement, the case will be returned to the Affirmative Action Office for a hearing.

When a hearing is requested, the Chair of the Sexual Harassment Board will name three members from the Board to constitute a Hearing Panel within ten working days after receiving the request.

## VIII. The Hearing Panel

Before a Hearing Panel is convened, each party to the proceeding will have the right to object to the appointment of any panel member on the grounds that that member's participation would jeopardize the party's right to a fair and reliable hearing. The Chair of the Sexual



Harassment Board will determine whether objections have merit and will judge whether a panel member will be seated.

Before any case is heard by the Hearing Panel, the complainant and the respondent, along with their advocates (if desired, in accordance with Section IX), will meet with the Presiding Officer of the Hearing Panel to attempt to clarify the issues and to define the areas of disagreement. To encourage a fair and focused hearing, the Presiding Officer will notify the Hearing Panel at the start of the proceedings about the points of agreement and disagreement.

The Hearing Panel will hear testimony and consider evidence related to the complaint. The panel will determine whether the University policy on sexual harassment has been violated, and, if so, will recommend appropriate penalty and relief to the Chair of the Sexual Harassment Board.

#### Duties and Powers of the Presiding Officer and the Hearing Panel

The Presiding Officer will:

1. ensure an orderly presentation of all evidence;
2. ensure that the proceedings are accurately recorded; and
3. see that a fair and impartial decision based on the issues and evidence presented at the hearing is issued by the Hearing Panel no later than ten working days after the conclusion of the hearing or, when written arguments are submitted, ten working days after their submission.

The Hearing Panel will:

1. conduct a fair and impartial hearing which ensures all the rights of all parties involved;
2. define issues of contention;
3. receive and consider all relevant evidence which reasonable people customarily rely upon in the conduct of serious business;
4. ask relevant questions of the complainant, respondent, and any witness if needed to elicit information which may assist the Hearing Panel in making a decision;
5. ensure that the complainant and respondent have full opportunity to present their claims orally or in writing, and to present witnesses and evidence which may establish their claims;
6. continue the hearing to a subsequent date if necessary to permit either party to produce additional evidence, witnesses, or other relevant materials;
7. change the date, time or place of the hearing on its own motion or for good reason shown by either party, and with due notice to all parties;

8. permit both parties to submit written arguments within ten working days from the conclusion of the hearing;
9. rule by majority vote on all questions of fact, interpretations of rules, regulations and policies, recommendations for penalties and relief, and any requests that are made during the hearing.

The Hearing Panel may consult with University Counsel or have his or her assistance at the hearing.

#### IX. The Hearing

The Hearing is intended to provide an opportunity to determine whether University policy has been violated. Both parties will be given a full and fair hearing. The proceeding, although formal, is not a court proceeding and the Hearing Panel will not be bound by the procedures and rules of evidence of a court of law. In most instances, complainants and respondents will be expected to speak for themselves. The Hearing Panel will hear and admit evidence which it believes is pertinent to the case.

The Hearing Panel will conduct its hearings by the following procedures:

1. Unless otherwise agreed by a majority of the Panel, a closed hearing will be held within ten working days after the Hearing Panel has been appointed.
2. The complainant and respondent will have the opportunity to hear all testimony, to examine all evidence, to respond to any testimony, and to present evidence and witnesses which advance arguments relevant to the issues in contention.
3. Each party will have the right to be accompanied and advised by two people at any stage of the proceedings one or both may be an attorney. However, advisors will not address the Hearing Panel directly except in special cases, and with permission of the Panel.
4. If either party is a member of a collective bargaining unit, the advisors mentioned above may, upon the request of the party, be representatives of his or her union. However, neither party will be required to be advised by a union representative. When there is no request for union representation by a member of a union, the union will be notified that a hearing has been scheduled and will be allowed to send an observer.
5. The hearing will be recorded on tape by the Hearing Panel and the tapes will become the property of the University. Subsequently, either party may have supervised access to the tapes by application to the Director of Affirmative Action.

The proceedings before the Hearing Panel will be as follows:

1. The Presiding Officer will read the charge(s) and ask the respondent to either admit or challenge the allegation(s).

2. The complainant may present a brief opening statement, followed by the same from the respondent.
3. The Hearing Panel will give each party the opportunity to present all relevant evidence.
4. Each party may make a concluding statement to the Hearing Panel.
5. If either party wishes to submit any written argument after the hearing, he or she will notify the Presiding Officer within two working days after the hearing. The written argument will be submitted within ten working days after the hearing's conclusion.
6. A Hearing Panel, by a majority vote of its members, may make other rules concerning the procedure of a hearing which it deems appropriate and consistent with this Sexual Harassment Policy.

#### X. Decision of the Hearing Panel

After all the evidence and testimony is presented, the Hearing Panel will convene for private deliberations to determine whether the University's policy on sexual harassment has been violated. If the panel finds that the policy has not been violated, that fact will be registered in all University records pertaining to the case in the Ombuds Office, the Office of Affirmative Action, and the office of the respondent's Vice Chancellor. If it has been violated, the Hearing Panel will prepare findings and will recommend a penalty for the respondent and relief for the complainant. The findings of fact as well as the recommended penalty and relief will be based solely on the testimony and evidence presented at the hearing.

The penalty should reflect the severity of the harassment. The penalties may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed in the respondent's personnel file, probation, suspension without pay, demotion, removal from administrative duties within a department, and dismissal. The Hearing Panel may also make appropriate recommendations, such as professional counseling, and may recommend relief for the complainant which reinstates and restores, as much as possible, the aggrieved party.

The Hearing Panel will forward its findings and recommended penalty and relief to the Chair of the Sexual Harassment Board. The Chair of the Sexual Harassment Board will review the recommended penalty and any University records of the respondent's past sexual harassment violations. The Chair will adjust the Hearing Panel's recommended penalty to take into account any record of previous sexual harassment by the respondent. Any revision of the penalty, along with written reasons for the revision, will be affixed to the Hearing Panel's decision.

Within three working days after receiving the Panel's findings and recommendation, the Chair of the Sexual Harassment Board will forward these, a record of the hearing, and any recommended adjustment of the penalty to the respondent's Vice Chancellor. The Vice Chancellor will render his or her written decision to the complainant, the respondent, and the Chair of the Sexual harassment Board no later than fifteen working days after receiving the complete record of the hearing. The Vice Chancellor will be responsible for determining and



implementing both the penalty and relief. The Vice Chancellor's determination of penalty and relief (including the dates by which each will be implemented) will also be submitted in writing to the complainant, the respondent, and the Chair of the Sexual Harassment Board.

#### XI. Review

Within ten working days after the complainant and the respondent receive a written copy of the Vice Chancellor's decision, the respondent, the complainant or the Chair of the Sexual Harassment Board may request a review by submitting a written petition to the Executive Vice Chancellor. (When the respondent is an employee in Academic Affairs, the Chancellor will review the decision.) The petition will set forth in detail the specific grounds upon which review is sought. The Executive Vice Chancellor will forward a copy of the petition to the Chair of the Sexual Harassment Board, the Hearing Panel, and both parties. The Executive Vice Chancellor will review the record of the case--the taped record of the hearing, documents considered by the Panel, the Panel's findings and recommendations, and any record of previous offenses--and may modify or vacate a Vice Chancellor's decision. The Executive Vice Chancellor may, for example, decide that the Panel's findings are unsupported by a preponderance of evidence, or that some aspect of the process violated an individual's legal rights, academic freedom, or these procedures.

The Executive Vice Chancellor may: a) affirm or revise the decision of the Vice Chancellor; or b) request specific findings from the Panel; or c) remand the case to the Chair of the Sexual Harassment Board for a new hearing. In the course of review, the Executive Vice Chancellor may consult with University Counsel who will have access to the complete record of the case.

The Executive Vice Chancellor will render a written decision within fifteen working days after receipt of the petition for review, the decision of the Vice Chancellor, and the complete record of the Hearing Panel. The Executive Vice Chancellor's decision will be sent to the Vice Chancellor, the complainant, the respondent, the Hearing Panel, and the Chair of the Sexual Harassment Board. The Executive Vice Chancellor's decision will constitute final University disposition of the matter.

#### VII. Records

Records of all formal mediations, hearings and reviews will be kept by the Office of Affirmative Action. The records will be available to:

- the Chair of the Sexual Harassment Board,
- the Ombudsperson,
- a respondent's Vice Chancellor,
- the Executive Vice Chancellor, or
- the Chancellor

a) when determining an appropriate procedure or penalty for a subsequent sexual harassment complaint, or b) when a complaint of retaliation is made, or c) when a decision is reviewed, or d) when a respondent is a candidate for a supervisory position.

The records will also be available to University Counsel if needed for any proceeding related to these policies or procedures, whether internal to the University or in any judicial or administrative proceeding in which the University, its trustees, officers, employees or agents are a party.

### XIII. Standard of Proof

A violation of this sexual harassment policy will be found only where there is a preponderance of evidence that a violation has occurred. The Hearing Panel, the Vice Chancellors and the Executive Vice Chancellor will be bound to make their determinations based on this standard of proof.

AA & EO 10/86

## Appendix G

### Campus Offices, Agencies, Organizations and Groups Directly Concerned with Civility, Social Justice and Multicultural Issues (not including Recognized Student Organizations)

Academic Support Services  
Affirmative Action and Equal Opportunity Office  
Affirmative Action Advisory Board  
Bilingual Collegiate Program (BCP)  
Bilingual Collegiate Program Advisory Board  
Black Student Union  
Center for Diversity and Development/Housing Services  
Center for Teaching  
Chancellor's Commission on Civility in Human Relations  
Chancellor's Multicultural Advisory Board  
Chancellor's Task Force on Gay, Lesbian, and Bisexual Matters  
Chancellor's Task Force on Jewish Awareness and Anti-Semitism  
Committee for the Collegiate Education of Black and Other Minority Students (CCEBMS)  
Committee for the Collegiate Education of Black and Other Minority Students Advisory Board  
Community Disorders Unit/Public Safety  
Cultural Centers: (Anacaona Cultural Center, Martin Luther King Center, Malcom X Center,  
Josephine White Eagle Center, United Asian Cultural Center, Latin American Cultural Center)  
Department of Multicultural Programs, Fine Arts Center  
Disability Services  
Everywoman's Center (EWC)  
Everywoman's Center Advisory Board  
Faculty Senate Council on the Status of Minorities  
Faculty Senate Council on the Status of Women  
Faculty Senate Council on Student Affairs and University Life  
Hispanic Faculty and Staff Association  
Human Relations Council  
Human Relations Forums  
Jewish Faculty and Staff Group  
Learning Disabled Student Services  
Multicultural Conflict Resolution Team  
Office for Minority Graduate Student Recruitment  
Office of Human Relations  
Office of Third World Affairs  
Ombuds Office  
Program for Gay, Lesbian, and Bisexual Concerns  
Program for Students with Psychological Disabilities  
Residence Life/Housing Services  
Social Justice Education Training Project  
Third World Caucus  
Training and Development  
United Asian Learning and Resource Center  
University Observers



## Appendix H

### University of Massachusetts Amherst

#### GRIEVANCE POLICY AND PROCEDURES

##### Introduction

The Amherst campus of the University of Massachusetts is committed in policy, principle, and practice to maintain an environment which is divest of illegal discriminatory behavior and which provides equal opportunity for all persons regardless of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, veteran status, or sexual orientation. This commitment is consistent with federal and state laws and University policy. A major responsibility emanating from this commitment is the provision of a fair, effective, and efficient mechanism that rectifies or eliminates policies, practices, and actions that are discriminatory, lack provision for due process, or mitigate against the Amherst campus' affirmative action efforts.

Outlined on the following pages are the procedures to be used in filing a grievance alleging discrimination and a violation of the University's policies prohibiting such behavior. Questions regarding details of this procedure should be addressed to the AA & EO Office, Room 305 Whitmore.

In addition to this grievance procedure the AA & EO Office has responsibility for the sexual harassment grievance procedure which is a separate and distinct process.

Sexual harassment is a form of sex discrimination and therefore a violation of federal and state laws and University regulations. Sexual harassment is defined as:

*Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when:*  
1) *submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work, 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or*  
3) *such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or academic environment.*

For information regarding the Sexual Harassment Grievance Procedure, or if you or someone you know has been sexually harassed on the Amherst campus, contact the AA & EO Office.

## I. Affirmative Action and Equal Opportunity Grievance Policy

### Definition

A grievance is an actual or perceived cause for protest or complaint arising out of some perceived or actual harm due to some action taken by the University or member(s) of the University community. This alleged action has the impact of imposing on the individual his or her legal rights, or has the impact of imposing on an individual's right to pursue an education or the right to work at the University of Massachusetts without fear or intimidation. An Affirmative Action and Equal Opportunity grievance alleges that this action caused the complainant to be treated differently on the basis of race, sex, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, veteran status, or sexual orientation in violation of federal or state laws. In addition, the University of Massachusetts Amherst specifically prohibits the differential treatment of employees, students, applicants for student status or employment on the basis of political belief or affiliation, and membership or nonmembership in any organization.

A grievance alleging discrimination is a written complaint submitted to the Affirmative Action and Equal Opportunity (AA & EO Office) by employees, applicants for employment, graduate students, or undergraduate students. Discrimination charges may be brought by individuals, a group of individuals, or individuals on behalf of another individual or group. A charge of discrimination must be filed with the AA & EO Office in a written and signed statement by the complainant detailing the facts related to the allegations of discrimination no later than one calendar year from the alleged discriminatory act.

Discriminatory behavior usually falls into two categories:

1. Discrimination Based on Disparate Treatment - Defined as treating some people less favorably than others because of the factors listed above. Intent to discriminate is important and sometimes can be inferred from the fact of differences of treatment.
2. Discrimination Based on Disparate Impact - Involves practices that fall more harshly on one group than another and cannot be justified by business necessity. (The intent to discriminate need not be shown in this case.)

## II. Affirmative Action and Equal Opportunity Procedures for the Amherst Campus

The grievance process is intended to investigate and where possible resolve complaints of alleged discrimination against prospective employees, employees, prospective students, and students involved at the Amherst campus. The guidelines below are to be used by the AA & EO Office to enable all University complainants to use the grievance process to resolve the initiating problem without fear of retaliation. These procedures are intended to ensure that the AA & EO Office will conduct a thorough impartial investigation of all allegations of discrimination. The procedures should aid complainants and the University representatives in arriving at just resolutions.

The AA & EO grievance process is comprised of two procedures - the formal procedure and the informal procedure.

## A. Informal Procedure

### 1. Informal Resolution of Dispute

- a. In an attempt to encourage prompt resolution of potential grievances, any of the parties involved may request the intervention of the AA & EO Office to resolve the matter informally. The AA & EO Office will attempt to resolve the matter informally with the administrators closest to and best able to discuss the situation. Informal resolution attempts will not have precedential value nor will any statements or efforts made to resolve the matter informally have prejudicial effect on any formal grievances.
- b. The AA & EO Office may initiate a review in the absence of a request by the allegedly aggrieved party but only on the basis of significant evidence.
- c. Informal attempts at settlement will not extend beyond thirty calendar days without the written agreement of all parties. If the complainant requests an attempt at informal settlement, then he or she will not be free to make a formal complaint with the office until an informal settlement is proposed or the thirty days have elapsed whichever comes first.

## B. Formal Procedure

### 1. Initiation of Formal Internal Complaint

- a. An individual or group of individuals may initiate a formal complaint by detailing the factors related to the allegations of discrimination in a written and signed statement.
- b. These allegations are filed with the AA & EO Office, 305 Whitmore Building. The telephone number is (413) 545-3464. The Office will acknowledge receipt of each complaint within 5 working days from the time the complaint is received. The complainant will be called in for an interview within 15 working days.
- c. At the interview the complainant(s) is informed of the steps to be taken to resolve the specific complaint; the complainant then reviews the charge for accuracy; and signs the initiation of complaint form.
- d. The charge is served on the respondent and the vice chancellor or executive officer of the respondent's unit in which this alleged act of discrimination is said to have occurred within 20 working days from the initial receipt of the complaint.
- e. Data and documents from the parties, and rebuttal statements from the respondent are to be submitted to the AA & EO Office within 20 working days from the date the charge is served.



## **2. Investigation Process**

- a. Investigation may include interview of witnesses, review and comparative analysis of data and documents, and may take up to 45 working days from the time of receipt of the position statement from the respondent.
- b. Written finding(s) of fact is made by the AA & EO Office and is sent within 15 working days of the conclusion of the investigation to the complainant, the respondent, and the University Legal Counsel; each of whom have an opportunity to submit rebuttals to the finding(s) of fact within 10 working days.
- c. The AA & EO Office may initiate an investigation into any apparent discrimination issue identified out of the investigation of a charge filed with it.

## **3. Resolution of Complaints**

- a. The AA & EO Office prepares a written report of each form investigation. It includes pertinent information related to the specific discrimination complaint, including finding(s) of fact. This report will make a recommendation to the appropriate vice chancellor or executive officer for settling the complaint.

Copies will be send to the complainant and the respondent. The report will be issued within 10 working days of receipt of all material referenced above.

- b. The appropriate vice chancellor or executive officer will respond to the AA & EO Office's letter of finding(s) within 10 working days and that response will be sent to the Director of the AA & EO Office. The response will accept, reject, or modify the recommendation of the AA & EO Office.
- c. Within 5 working days of receipt of the response of the vice chancellor or executive officer, the AA & EO Office will send a letter of notification to the complainant and to the respondent outlining the University's position.

## **III. Scope of Resolution of Complaints**

Acceptable resolutions of a discrimination complaint must be made in accordance with federal, state, the University of Massachusetts Amherst Affirmative Action policies, and federal and state statutes and regulations.

## **IV. Appeals**

A complainant dissatisfied with the University's resolution may seek redress by appeal to a state or federal compliance agency. Filing a complaint with the AA & EO Office does not deny a person the right to file with outside agencies. These outside agencies and the issues they investigate are as follows:

#### A. Massachusetts Commission Against Discrimination (MCAD)

Under Chapter 151B, Massachusetts General Laws Annotated, it is unlawful to discriminate against a person(s) on the basis of race, color, religion, creed, national origin or ancestry, handicapping condition or, veteran status. The MCAD, a state agency, monitors discrimination in the areas of housing, employment, loans, and educational opportunities. Any person claiming to be aggrieved by an alleged unlawful practice may file a complaint with this agency. The offices to contact are:

##### Springfield Office:

Massachusetts Commission Against Discrimination  
436 Dwight Street, Suite 315  
Springfield, MA 01103  
413/739-2145

##### Central Office:

Massachusetts Commission Against Discrimination  
One Ashburton Place, Room 601  
Boston, MA 02108  
617/727-3990

#### B. Office of Federal Contract Compliance Programs (OFCCP)/ Department of Labor

On October 5, 1978, President Carter signed Executive Order 12086. This order is the most recent amendment to Executive Order 11246. It gives OFCCP the compliance responsibility for equal opportunity programs previously assigned to eleven other federal agencies. This agency monitors discrimination in employment and in educational institutions (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. The local office to contact is:

Office of Federal Contract Compliance Programs  
U.S. Department of Labor  
William R. Cotter Building  
135 High Street, Room 311  
Hartford, CT 06103  
203/240-4279

#### C. Equal Employment Opportunity Commission (EEOC)

The EEOC monitors discrimination in employment under Title VII which prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin or sex. The EEOC places great emphasis on employment practices which classify jobs as "male" or "female" or which maintain separate line of progression based on sex where this would adversely affect any employee. The local office to contact is:

U.S. Equal Employment Opportunity Commission  
Boston District Office  
10th Floor, Room 100  
1 Congress Street  
Boston, MA 02114  
617/565-3200

#### D. Office of Civil Rights (OCR)/Department of Health and Human Services

The OCR monitors: 1) Title IX, which specifies prohibitions against discrimination on the basis of sex in educational programs; 2) the Rehabilitation Act of 1973, which prohibits discrimination based on handicap in areas related to employment, program accessibility, and student programs. Anyone who has a complaint relating to sex discrimination or discrimination based on personal impairment may contact:

Office of Civil Rights Region I  
Department of Health and Human Services  
Room 222  
John W. McCormack Post Office and Courthouse  
Boston, MA 02109-4557  
617/223-9667

#### **V. Procedures Related to Complaints Filed Outside the University System**

- A. Notification of external complaints are usually sent by the outside agencies directly to the Chancellor's Office to the attention of the AA & EO Office. A copy of the complaint is then sent to the appropriate vice chancellor or executive officer and the University Legal Counsel for their information.
- B. Responses to compliance agencies' queries are submitted to the AA & EO Office by the appropriate parties closest to the alleged problem. The Executive Vice Chancellor, in consultation with the AA & EO Office, University Legal Counsel, and the appropriate administrators, will determine the University's position vis-a-vis the complaint. The AA & EO Office will typically coordinate, with assistance of the University Legal Counsel, the responses to the outside agency and advise the University administrators who present the University's position to the agency.
- C. Any determination or resolution of these complaints is made by the appropriate vice chancellor or executive officer in whose area the complaint has been filed, usually after consultation with the AA & EO Office and the University Legal Counsel.
- D. All legal matters are handled by the University Legal Counsel in consultation with the vice chancellor or executive officer in whose area the complaint has been placed, and the Director of AA & EO.

#### **VI. Retaliation**

In accordance with federal regulations, the University is required to take all necessary steps to ensure that "no person intimidates, threatens, coerces, or discriminates against any individual for the purpose of interfering with the filing of a complaint, furnishing information, or assisting or participating in any manner in an investigation, compliance review, hearing, or any other activity related to the administration of...the Federal, State, or local laws requiring



equal employment opportunity." Therefore, the following policy is made known for information and dissemination.

The University will not take retaliatory or punitive action against any individual who alleges discriminatory practices by the administration. Charges of harassment or retaliation will be expeditiously and vigorously investigated by the University's administration in conjunction with appropriate in-house groups such as Faculty Grievance Committee, Ombudsperson, Union representatives and persons responsible for Affirmative Action grievances.

If the University determines that retaliatory or punitive action has been taken against an individual who alleges discriminatory practices by the administration, the University will take action which may include sanctions from verbal reprimand to dismissal. Such action will depend upon the existing law, regulations, and procedures which govern the disposition of such matter. In all cases, where possible, the person who has suffered the retaliation or punitive action will be offered redress.

Chancellor's Policy  
June 1979

AA & EO 7/86

The following table shows the results of the experiments conducted on the effect of temperature on the rate of reaction between hydrogen peroxide and potassium iodide. The reaction is catalyzed by the presence of a small amount of potassium iodide. The rate of reaction was measured by the volume of oxygen gas evolved in a given time.

Temperature (°C)	Time taken for 10 cm <sup>3</sup> of oxygen to be evolved (s)	Rate of reaction (cm <sup>3</sup> s <sup>-1</sup> )
10	120	0.083
20	60	0.167
30	30	0.333
40	15	0.667
50	8	1.250

From the above table, it can be seen that the rate of reaction increases with increasing temperature. This is because the molecules have more kinetic energy and are therefore more likely to collide with sufficient energy to overcome the activation energy barrier.

The following graph shows the effect of temperature on the rate of reaction. The rate of reaction is plotted against temperature. The curve shows that the rate of reaction increases rapidly with increasing temperature, especially above 30°C.

The following table shows the results of the experiments conducted on the effect of concentration on the rate of reaction between hydrogen peroxide and potassium iodide. The reaction is catalyzed by the presence of a small amount of potassium iodide. The rate of reaction was measured by the volume of oxygen gas evolved in a given time.

Concentration of hydrogen peroxide (mol dm <sup>-3</sup> )	Time taken for 10 cm <sup>3</sup> of oxygen to be evolved (s)	Rate of reaction (cm <sup>3</sup> s <sup>-1</sup> )
0.1	120	0.083
0.2	60	0.167
0.3	40	0.250
0.4	30	0.333
0.5	24	0.417

From the above table, it can be seen that the rate of reaction increases with increasing concentration of hydrogen peroxide. This is because there are more molecules of hydrogen peroxide available to react with the potassium iodide catalyst.

The following graph shows the effect of concentration on the rate of reaction. The rate of reaction is plotted against concentration. The curve shows that the rate of reaction increases with increasing concentration, but the increase is not as rapid as that seen with temperature.

# Appendix I

## CAMPUS EFFORTS TO PROMOTE DIVERSITY AND PLURALISM

STAFF DEVELOPMENT					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW FUNDED?	WHO AFFECTED?	
Diversity Training for Program Campus Employees	training on valuing diversity in the workplace	six months	institutional dollars \$110,000	staff	
Labor Management Workplace Education Program	provides high priority to diversity initiatives in training and development programs and services both on and off campus	two years	institutional dollars \$52,000	staff; community members (outreach efforts in a four-town region)	
Management and Supervisory Skill Development	encourages understanding of the role that social and cultural diversity plays in manager/supervisor interactions	summer 1994	institutional dollars \$5,100	staff	
Auxiliary Services Multicultural Issues Training (in collaboration with Affirmative Action and Human Resources Offices)	provides training for its employees on multicultural issues	several years	institutional dollars \$8,000	students; staff	
Multicultural Student Conflict Resolution Team	seeks to make available relevant conflict resolution services to all members of the campus community; facilitates communication and empowers disputants to resolve their own conflicts peacefully	one year	institutional dollars \$8,000	faculty; staff; students	



STAFF DEVELOPMENT				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW FUNDED?	WHO AFFECTED?
Diversity Training for Teaching Assistants	provides faculty and graduate students with information and insights into diversity issues necessary for more effective interactions	fall 1994 strategic initiative	institutional dollars \$100,000 - TAs	faculty; students
Academic Support Services	Minority staff funded for attendance at national conference for enrichment and development	on going	institutional dollars \$3,000	professional staff
Diversity Workshop Series	Training for Public Safety by Social Justice Education Project	1993	institutional dollars	all public safety personnel
Diversity Training	New police recruits receive some diversity training prior to and during attendance at state police academy	1993-1994	institutional dollars	new recruits to Public Safety
Police Selection Process	Women and minorities encouraged to apply. Interviewers trained prior to interviews	on going	institutional dollars \$25,000	potential police officers
Staff Training-Residential Education Staff	Residential Education staff receive extensive training in multicultural issues prior to each fall semester and supplemental training prior to spring semester	on going	institutional dollars approximately \$2,000	Residential Education Staff
Diversity in the Workplace	Required 3-day training program for all newly hired classified staff in Housing Services. Developed and implemented by Housing staff and offered in January. Covers issues of race, gender, and sexual harassment	about 10 years	institutional dollars \$920 used (free in-house presenters and organizers) Exempt time and equipment costs only	classified employees in Housing Services

STAFF DEVELOPMENT				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW FUNDED?	WHO AFFECTED?
Other diversity training programs	Diversity issues are covered annually in pre-service training for professional and student employees in Residential Education (Housing)	15 years	institutional dollars	employees
	All departments in Student Affairs offer periodic workshops on diversity issues or encourage and sometimes require attendance at workshops offered by other agencies. Topics include issues of race, gender, handicap, sexual orientation, religion, sexual harassment.	20 years	institutional and student fee dollars	classified and professional employees

RECRUITING					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
Employment Office Collaborative Effort with "Work-fare" (a Federal Prog.)	increases the pool of minority applicants referred to positions designated as affirmative action target positions in accordance with the campus' Affirmative Action Plan	two years	institutional dollars \$35,000	staff	
Employment Job Movement Monitoring Database	provides on-line access and end-user reporting files of historical data on all employees (excluding student and hourly) consistent with federal Affirmative Action reporting requirements	two years	institutional dollars \$15,000	staff	
University Relations Recruitment/ Retention Commitment	has resulted in 50% women directors, 56% of total staff, a senior administrator person of color directing the 42 member staff, a high-ranking woman of color in the classified staff of the central office, and one person of color on the professional staff of the News Office	active, on-going activities	institutional dollars	staff	
Alumni Relations recruitment/ Retention Efforts	have produced a workforce of eight women and two men; promote programs for minority alumni and recruit minority students to get involved in the Student Alumni Relations Society (STARS)	active, on-going activities	institutional dollars \$2,000	staff, students	



RECRUITING					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
Development Office Recruitment/ Retention Efforts	promote staff development activities and career opportunities for women (4 women appointed of 8 hires) and have recently resulted in the hiring of a person of color for a Development Associate position	active, on-going activities	institutional dollars \$5,600	staff	
Office of Minority Graduate Student Recruitment	recruits and retains minority graduate students through the admin. of grants and fellowships; membership in national projects facilitates the recruitment of minority graduate students; sponsors information sessions encouraging retention	17 years	institutional and external dollars: FY94 \$353,698 FY95 \$433,698 federal USDOE PRH fellows* FY94 \$108,000 Ford Fellow \$11,000  *includes under-represented minorities and women	students	
Special Opportunity Fund for Faculty Recruiting	creates an additional incentive system for hiring women and people of color	ten years: Provost's share \$1,462,347 for 56 faculty positions of which 43 remain on payroll to date	institutional dollars average base commitment \$150,000	faculty	
TAMINS - Talented Minority Scholarship Fund	Scholarship fund established to assist talented minority students with tuition expenses	1992 - present	institutional dollars began at \$200,000 with \$200,000 increase to FY96, cap at \$1,000,000	students	

RECRUITING					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
Targeted hiring in Admissions and Josephine White Eagle Center	Efforts to secure diverse workforce in Admissions (Black, Asian, Native American, Hispanic) and Josephine White Eagle Center (Native American)	1992-present	institutional dollars \$102,000	staff	
Admissions - Minority Recruiters	Two staff recruiters of color will assist increasing the ethic, cultural, racial and gender diversity of the campus	1 year	1994 strategic initiative funds \$50,000	staff	
Minority Student Recruitment and Retention	The campus will enhance recruitment efforts of both undergraduate and graduate minority students and will add funds for tutoring and programming services	ongoing	institutional dollars \$216,000	students	

RECRUITING				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?
Student Affairs: Classified employment	Combination of targeted vacancies and best use of applicant pools for non-targeted vacancies resulted in significant increases in females and minorities in Public Safety security positions. Of the 22 most recent hires/promotions, 7 were minorities and 4 were females (includes 1 minority female.)	1993 to 1994	institutional dollars	staff
	Assiduous and persistent best use of hiring opportunities (more targeted) for Garde 9 Maintainers (janitors) is Housing Services raised percentage of females from under 20% to over 50%. Have maintained roughly 50% despite recent layoff impact.	began around 1980	institutional and student dollars	staff



RECRUITING				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?
Professional employment recruitment efforts	Special efforts to recruit a diverse professional staff include: special mailings to agencies recommended by AA/EO Office to Committees on Special Concerns in national Student Affairs associations, to selected historically Black colleges and universities, to personal contacts such as former staff; utilization of national conferences; appropriate publications; development of media and mailing list for very specific ethnic groups, e.g., tribal newsletters for Native Americans; experimenting with use of placement firm to supplement other efforts	on going	institutional dollars	staff
Student employees	Hiring patterns reviewed to assure no gender stereotyping; networking to increase minority applications; GEO positions posted with Minority Graduate Recruitment Program	on going	institutional dollars	students

PROGRAM INITIATIVES					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
Small Business and Minority/Women-Owned Purchasing Program	places approximately \$2M worth of business annually through a combination of public bid system and purchase orders by University departments	Minority Purchasing Program in effect since 1967	institutional dollars	staff and community members	
New Student Program-Employment Opportunities	provides linkages with Auxiliary Services, Housing, Public Safety, and various minority programs such as CCEBMS, BCP, and ALANA to provide students with assistance in gaining employment	one year	institutional dollars	students; staff	
Auxiliary Services Activities and Ethnic Foods Events	expresses the University's commitment to multiculturalism by offering events and activities in the Dining Commons and Campus Center on a regular basis	several years	institutional dollars \$60,000	students; staff; faculty	
Indirect Cost Return on the NSF Faculty Award for Women	encourages further research activities and opportunities for women faculty	one year	institutional dollars	faculty women	
Newsletter: Faculty Senate Council on the Status of Minorities	disseminates news about positive actions on campus designed to improve multicultural understanding fostering more diversity in hiring	new initiative Fall 1994	institutional dollars \$300 for copying and paper, etc.	faculty	

PROGRAM INITIATIVES				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?
Multicultural Awards	promote sustained efforts in support of multiculturalism among faculty, staff, and students	two years	institutional dollars \$4,000 each year	faculty; staff; students
Civility Commission Grants Program	promotes the development of grants (joint programs) to improve mutual respect and understanding of multicultural issues	two years	institutional dollars \$10,000 each year	faculty; staff; students
Title IX Initiatives	promotes gender equity in athletics	two years	institutional dollars approximately \$2,000,000	students; staff
Cultural Centers: Joseph White Eagle Center Malcolm X Center United Asia Center Latino Center	provide students opportunity to celebrate their unique history and to share their experiences, accomplishments and richness with campus community	early 90's  late 70's early 90's early 90's	institutional dollars \$120,000 Cultural Enrichment Fund ;  1994 strategic initiative funds \$57,000	students primarily
Multicultural Centers: Anacoana Center Sylvan Cultural Center Martin Luther King, Jr. Center		mid 80's	institutional dollars (included in total for Cultural Centers)	students
Mather Career Center Job Fairs	designed to assist students of color in their job seeking activities	15 plus years	institutional dollars	students



PROGRAM INITIATIVES				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?
Everywoman's Center	provides services to campus and community including rape crisis, counseling, education on violence against women, women of color, resource and referral	25 years	institutional: \$360,000 grant: DPH \$100,000 other grants: approx. \$40,000	students, staff, faculty and community
Disability Services	provides services to students such as interpreting, scheduling, advocacy, classroom accommodations, educational workshops  will assist staff as resources permit	21 years	institutional dollars: \$200,000	students primarily
Program for Gay, Lesbian and Bisexual Concerns	provides resource and referral services, speakers bureau	9 years	institutional dollars \$76,500 base, with approx. \$80,000 in one-time monies for FY94	students primarily but also faculty, staff and community
Peer Harassment Hot Line	hot line staffed by students for students with concerns and questions about harassment--racial, religious, gender, ethnic, sexual orientation, etc.	1992 to 1994	institutional dollars \$4,000	students
Spanning Cultures: Deaf Communities of Color	series of short plays followed by panel discussion on issues of deafness in communities of color	1993 to 1994	institutional dollars Disability Services \$1,200 + ticket revenues and support from New World Theater	campus community

PROGRAM INITIATIVES				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?
Programming and Activities in Student Activities	each year Registered Student Organizations and Student Activities produce more than 150 events/activities that promote diversity. These include lectures, plays, dances, concerts, films, leadership development, etc.	on going	institutional (Student Activities Trust fund, Cultural Enrichment Fund, Mission Enhancement Fund, student organization revenues) \$386,000	students primarily, some events also draw faculty, staff and community
Registered Student Organizations	This group includes Black Mass Communications Project, Concepto Latino, Nommo News, Black Fraternities and Sororities, National Society for Black Engineers, Society of Hispanic Professional Engineers, AFRK-AM, AHORA, New World Theater, etc.	on going	institutional dollars (included in overall Student Activities amount)	students
Office of Third World Affairs	multicultural programming and advocacy for students of color	20 years	institutional dollars(included in overall Student Activities amount)	students
Student Union Art Gallery	student run art gallery shows student work including show of Jamaican artist (with Craft Center), Indian Folk artist, Southeast Asian project, etc.	25 plus years	institutional dollars (included in overall Student Activities amount)	students

PROGRAM INITIATIVES					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
Residential Education Programming for Resident Students	each student resident assistant provides activities and training for residents of campus residence halls. Activities include films, discussions, workshops, bulletin board displays, special meals, speakers. Topics include Malcolm X, Life for American Blacks in 1960's, similarities and difference from Russia, Pakistan, Asia, Singapore and Puerto Rico, Holocaust, middle-Eastern culture, Sexism, racism, homophobia, Muslim, Native Americans, Jewish oppression, etc.	on going 25 plus years	institutional dollars \$83,000 from Cultural Enrichment Fund	resident students	
Fine Arts Center Multicultural Programming	Includes New World Theater, The Black Musicians Conference, The Augusta Savage Gallery, Jazz in July, Bright Moments Festival, and the South Asian Dance & Music	...14 years  ...23 years ...13 years ...1 year	institutional funds, private donations, state and federal grants, fees and ticket income \$600,000	Faculty, staff, students and community	
Five College Multicultural Dance Instruction Project	Project offers yearly multicultural dance courses, rotated among the cultures of different areas of the world	6 months	institutional funds \$6,000	80 non-dance majors from the five colleges and the community	



PROGRAM INITIATIVES					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
The Lively Arts	An interdisciplinary arts and cultural diversity course to help students learn to appreciate social and cultural differences of others through the arts	8 years	institutional funds \$23,500	over 260 students each semester	
Public Safety Command Staff	Additional command staff officers for adequate supervision with the department and more effective responses to crises to sustain a safer and for a more secure campus.	1 year	1994 strategic initiative funds \$365,000	staff, community	
Reinstatement of Three Women's Sports	The women's lacrosse, tennis and volleyball intercollegiate programs were reinstated. Gender equity.	1 year	1994 strategic initiative funds \$299,794	faculty, staff, students	
Americans with Disabilities Act (ADA)	In support of the ADA program, the campus responded to needs identified by the Amherst Campus Architectural Access Board by making renovations to restrooms and providing external accessibility to the buildings.	1 year	1994 strategic initiative funds \$375,000	faculty, staff, students, community	

PROGRAM INITIATIVES					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
Teaching Equipment: College of Natural Sciences and Mathematics	Teaching equipment and computers in the areas of math, life sciences and chemistry and for matching grant equipment funds.	1 year	1994 strategic initiative funds \$200,000	faculty, staff, students	
Undergraduate Student Initiatives	Nineteen diverse cultural programs planned by registered student organizations	1 year	1994 strategic initiative funds \$60,000	faculty, staff, students	
Talent Advancement Program (TAP)	The TAP program provides first year students with integrated living and learning experiences, including special courses and seminars to improve retention especially among students of color.	1 year	1994 strategic initiative funds \$65,000	students	
Educational Outreach Program, Springfield	The development of a model arts-centered curriculum at a Springfield school, as well as the support for events to more than 1,000 youths from the Holyoke and Springfield area.	1 year	1994 strategic initiative funds \$20,000	youths from the Holyoke and Springfield areas	
Gender Equity in Athletics	Two additional women's intercollegiate teams, crew and water polo, will begin in FY 1995.	underway	institutional dollars \$670,000	faculty, students	

OUTREACH					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
Springfield/UMass Minority Achievement Program	outreach partnership with University and high schools providing opportunities for students to prepare for success in college	one year state strategic initiative	institutional seed dollars; external grant dollars strategic initiatives \$140,000 Balfour grant \$750,000	students	
Minority Engineering Program	provides access and opportunities for students in high school and those already at the V to pursue successful careers in engineering	approx. 12 years	internal and external dollars annual \$130,000 (base)	students	
Minority Management Program	provides mentoring and tutoring for students of color in management programs and those preparing for business programs	six years	external funding from July 1 - May 31 (\$38,500) Internal funding - director's salary \$43,801 Service support fund \$40,000 TOTAL \$83,801	students	
Labor Management Workplace Educational Program (also listed with staff development)	provides high priority to diversity initiatives in training and development programs both off and on-campus	two years	institutional dollars	community members	



OUTREACH				
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?
Small Business and Minorities/Women-Owned Purchasing Program (also listed with program initiatives	Places approximately \$2M worth of business annually through a combination of public bid system and purchase orders	minority program in effect since 1967	institutional dollars	staff; community members
Best of America/Substance Abuse Prevention Program	A bilingual program in Holyoke designed to keep kids of drugs. Run by Golden Key Honor Society and won a national award	1993 to 1994	institutional dollars	pre-college students
Kids to College	Outreach to pre-college students run jointly by Admissions and Financial Aid	1993	institutional dollars \$200	high and middle school students
Hispanic Outreach	Outreach to pre-college students in Worcester	1991	institutional dollars \$34,000	high and middle school students
Other Pre-College Programs	BCP, CCEBMS, UALRC work in Holyoke, Northampton, Worcester, Lowell and Springfield to encourage middle school students to go on for secondary education	since each program's inception--range from 25 plus years to 5 years	institutional dollars \$1,000 (staff perform outreach as part of regular responsibilities)	pre-college students
ARTSTART: Kensington Avenue School Partnership	Pilot project; arts-centered intervention program for inner-city school children at the Kensington Avenue Elementary School in Springfield, MA	1 year	jointly funded by the University Strategic Initiative and other grants and the public schools of Springfield, MA \$20,000	400 inner-city elementary school children and their parents

OUTREACH					
PROGRAM	DESCRIPTION	HOW LONG IN EFFECT?	HOW IS IT FUNDED?	WHO IS AFFECTED?	
ARTSTART: Western Massachusetts Community Outreach	Program to bring junior and senior high school students to the University for advising, workshops and performances at the Fine Arts Center	2 years	institutional funds and Strategic Initiative Grant \$14,000	800 young people and their community center counselors from Holyoke, Springfield, Amherst, Greenfield and Orange	
Exchange program with the Historically Black Colleges and Universities of the Atlanta University System	A yearly event is sponsored by the Fine Arts Center. Includes a concert, residency, and lecture by performers from one of the six historically Black colleges and universities in the Atlanta University System	2 years	jointly funded by the Fine Arts Center and the participating school \$3,000 per event	a 500 member diverse audience, including students and the campus community	
Future Scholars of America (FSA) Program	A six-week summer program and a follow-up tutoring program during the school year for disadvantaged junior and senior high school students from Western Massachusetts	1 year	1994 Strategic Initiative Funds \$250,000	disadvantaged junior and senior high school students from Western Massachusetts	





